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ABSTRACT

A report on the teaching of modern languages in Australian higher education is presented in two volumes. The first volume contains the text of the report. An introductory section describes the aims and methodology of the national review and places it in a historical context. The remainder of this volume is in three parts. The first part identifies Australia's language needs in these areas: intellectual and cultural; business, finance, and industry; and tourism; international relations; health and education; science and technology; and language teaching. The second part assesses the state of modern language instruction in higher education, including: languages offered; aims and objectives of instructional programs; institutional structures for language education; program design; teaching methods and curricula; student characteristics; incentives and disincentives to language study; teacher characteristics and qualifications; language teacher education; research on language teaching; and support structures and materials. The third part offers conclusions and recommendations on availability of language instruction, efficiency and effectiveness, promotion of language learning, and costs of these efforts. The second volume contains 12 appendixes, including profiles of higher education institutions, awards programs, study-related documents and data, and summaries of Australian language education surveys. (MSE)

ED 370 349

AUSTRALIA

WIDENING OUR HORIZONS

Report of the Review of the Teaching of Modern Languages in Higher Education

VOLUME I

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Widening Our Horizons

Report of the Review of the Teaching of Modern Languages in Higher Education

Volume 1

Australian Government Publishing Service
Canberra

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The Hon. John Dawkins
Minister for Employment, Education and Training
Parliament House
CANBERRA

Dear Minister,

I have pleasure in forwarding to you the Report of the Review of the Teaching of Modern Languages in Higher Education, which you commissioned in December, 1989.

The Report is in two volumes. Volume 1 contains the general report together with recommendations, listed both by organisation or person addressed and by subject. In formulating its recommendations the Review Panel, as requested, took carefully into account the tight economic situation. Volume 2 contains 12 appendices. Notable among these is the appendix giving a profile of each higher education institution that offers a language other than English. This will prove an invaluable addition to the data bases gradually being assembled on language teaching and learning in Australia.

In fulfilling its terms of reference, the Review Panel has been most grateful for the ready cooperation of a variety of institutions and individuals. These include officers of DEET, the administration of universities and colleges, members of language departments and all those that made submissions. Particular gratitude should be expressed to the Executive Officer of the Review, Mr. Graham Sims, who not only fulfilled his functions admirably but also played an important role in the development and writing of the Report. The Office Secretary, Ms Gina Balmano, worked tirelessly and conscientiously to produce an acceptable product.

The Review Panel believes that this Report will contribute significantly to an improvement in the standards and extent of language teaching and learning in the Australian community, particularly at the higher education level. It serves to complete and enlarge the language picture painted in the Ingleson Report on Asian Studies and comes at a time when all government initiatives in literacy and language are under review.

The Review Panel wishes to thank you for providing the opportunity to undertake this task.

Yours sincerely,

R.B. LEAL
Chair

CONTENTS

VOLUME I: REPORT & RECOMMENDATIONS

Page

EXECUTIVE SUMMARY vii

RECOMMENDATIONS xii

INTRODUCTION xxi

The Introduction sets the body of the Report in context. It gives a brief account of the establishment of the Review and lists the people involved. The Review itself is placed in historical context at the higher education level through the provision of summaries of the major reviews of modern (or foreign) languages conducted during the past 25 years. An indication is given of certain key influences on the teaching of languages other than English in higher education over this period.

Review Team xxii

Advisory (Steering) Committee xxiii

Terms of Reference xxiv

Review Procedures xxv

Previous Reviews of Modern Languages in Higher Education xxvii

The Influence of Social Change on Language Offerings xxxiii

PART A LANGUAGES IN THE COMMUNITY: A SURVEY OF NEEDS

Part A specifies Australia's language requirements in a select number of areas. Although numerous studies have previously been made of particular areas, it is believed that this is the first attempt at an overview of current language needs in Australia.

Chapter 1 INTELLECTUAL & CULTURAL NEEDS 2
1.1 The need for wider perspectives 2
1.2 Language & international access 3
1.3 Insularity & parochialism; prejudice & intolerance 4
1.4 Cognitive aspects of language learning 5
1.5 Intellectual & cultural needs and higher education 6

Chapter 2 NEEDS IN BUSINESS, FINANCE & INDUSTRY 9
2.1 Language needs in exporting 9
2.2 Needs within the Australian community 17

Chapter 3 NEEDS IN TOURISM 19
3.1 Current importance; future growth 19
3.2 The importance of language competence 19
3.3 Particular language needs 20
3.4 Attitudes to language training 21

Chapter 4 POLITICAL & STRATEGIC NEEDS 23
4.1 Languages and Australia's regional & global aspirations
4.2 Past attitudes 24
4.3 Policy in the Department of Defence 25
4.4 Policy in the Department of Foreign Affairs & Trade 26
4.5 Perceptions by Austrade of the strategic use of languages 28

Chapter 5 EQUITY & ACCESS NEEDS 30
5.1 The Law 31
5.2 Education 34
5.3 Health 35
5.4 Which languages? 37
5.5 Options for the future 37

Chapter 6 NEEDS IN SCIENCE & TECHNOLOGY 39
6.1 Attitudes to languages in science & technology 39
6.2 Changing perceptions 40
6.3 Technology & culture 40
6.4 Research in science & technology 42
6.5 Science & technology training with a language 42
6.6 Perceptions of the science & technology of non-English speaking countries 43

Chapter 7 LANGUAGE TEACHING NEEDS 45
7.1 Language policy in States and Territories 45
7.2 Initiatives at the national level 47
7.3 Public perceptions of LOTE teaching needs 47
7.4 Current and future supply of LOTE teachers 48
7.5 Support required for meeting LOTE teaching needs 49

Chapter 8 CONCLUSIONS TO PART A 53
8.1 Cultural sensitivity 53
8.2 Range of languages needed 54
8.3 Evaluation & recognition of language competence 55

PART B MODERN LANGUAGES IN HIGHER EDUCATION IN 1990

Part B describes and evaluates the current language teaching situation in higher education in Australia. Periodic reference is made to the extent to which the needs identified in Part A are being satisfied.

Chapter 9 LANGUAGES ON OFFER 57
9.1 Language distribution by number of institutions 57
9.2 Language distribution by State & Territory 64
9.3 Student enrolment by State & Territory 65
9.4 Language availability by distance education 68

Chapter 10 AIMS & OBJECTIVES OF TEACHING PROGRAMS 75
10.1 Aims 75
10.2 Curriculum 77
10.3 Expectations of students 78
10.4 General objectives 79

Chapter 11 INSTITUTIONAL STRUCTURES FOR LANGUAGE STUDIES 84
11.1 Student access to languages 84
11.2 Undergraduate studies 84
11.3 Honours & postgraduate studies 88
11.4 Specialist centres 91
11.5 Non-award courses 94

Chapter 12 TEACHING STRUCTURES 98
12.1 Mode of study 98
12.2 Intensity and duration of study 99
12.3 Learner groupings 104

Chapter 13 PEDAGOGY 106
13.1 Background 106
13.2 Language use 109
13.3 Syllabus 110
13.4 Method 111
13.5 Assessment 113

Chapter 14 PROFILE OF THE STUDENT BODY 115
14.1 Sex 115
14.2 Age 115
14.3 Ethnic & linguistic background 116
14.4 Socio-economic background 118
14.5 Reasons for choosing to study LOTEs 118
14.6 In-country experience 119
14.7 Career expectations 120
14.8 Attitude to courses 120

14.9 Distance Education students 120

Chapter 15 INCENTIVES AND DISINCENTIVES TO LANGUAGE STUDY 122
15.1 Disincentives 122
15.2 Incentives 127

Chapter 16 PROFILE OF STAFF 131
16.1 Nature of the sample 131
16.2 Staff positions 132
16.3 Qualifications, research & teaching activities 133
16.4 Maintaining & upgrading language & language-teaching skills 136
16.5 Teaching the language 137

Chapter 17 TEACHER EDUCATION 141
17.1 Availability 141
17.2 Student demand 141
17.3 The status of teacher education in higher education 142
17.4 Qualifications of LOTE teachers 144
17.5 Satisfaction with teacher education 145
17.6 The challenge for teacher education 146
17.7 Support for LOTE teacher education 146

Chapter 18 RESEARCH ON LANGUAGE TEACHING 148
18.1 The role of research 148
18.2 The potential for research 150
18.3 Published research 151
18.4 Research in progress 153
18.5 Research needs 155

Chapter 19 SUPPORT STRUCTURES 157
19.1 Technological support and materials 157
19.2 Textbooks 161
19.3 Libraries 161

PART C PLANNING FOR THE FUTURE: CONCLUSIONS & RECOMMENDATIONS

Part C draws together Parts A & B and presents a statement of the Review Panel's conclusions and recommendations. Taken together these recommendations constitute the "coordinated plan for efficient, effective and high quality teaching in the higher education sector" specified under the terms of reference.

Chapter 20 PLANNING FOR THE FUTURE: CONCLUSIONS AND RECOMMENDATIONS 166
20.1 Availability of languages 167
20.2 Efficiency and effectiveness 177
20.3 Promotion 184
20.4 Costing of recommendations 189

BIBLIOGRAPHY 191

INDEX 207

VOLUME II: APPENDICES

Volume II contains twelve appendices which will prove of value to anyone wishing to pursue aspects of the Review. Of particular interest in this volume are the profiles of each institution of higher education that offers language units.

1. Terms of reference document 1

2. Profiles of institutions 6

3. Languages offered in award programs 155

4. Call for submissions 188

5. Submissions received 190

6. People & organisations consulted 197

7. Overseas institutions visited by Professor Leal 202

8. Questionnaires (with commentary) 204

9. Survey of 3rd year language students 334

10. "Trading in foreign language environments" by Paul Barratt 390

11. Monash-ANZ International Briefing Centre. 401

12. Summary of Australian Second Language Proficiency Ratings (ASLPR) 405

TABLES (Volume I)

Page

1. Language distribution by number of institutions 59

2. Language distribution by State and Territory, 1990 64

3. Languages and student enrolment by State & Territory, 1990 66

4. Enrolments in languages as a percentage of total higher education enrolments by State and Territory,1990 67

5. Languages available by distance education 68

6. LOTEs in distance education 69

7. LOTE EFTSU by State and Territory in Distance Education 70

8. Teaching programs of language departments 78

9. Departments' expectations of students on graduation 79

10. Forms of assessment used in language classes 113

11. Students with Italian, Anglo-Celtic and other surnames enrolled in the Department of Italian at the University of Sydney in March 1990: breakdown by year 117

12. Students with Italian, Anglo-Celtic and other surnames enrolled in the Department of Italian at the University of Sydney in March 1990: breakdown by type of course 117

13. Languages taught by respondents 131

14. Languages taught by respondents: language groupings 131

15. Distribution of staff across levels, classified by type of department 132

16. Areas in which staff are qualified, research and teach 134

17. Perceived value of research and teaching activities 135

18. Perceived value of research and teaching activities by language 136

EXECUTIVE SUMMARY

The Review of the Teaching of Modern Languages in Higher Education was commissioned late in 1989 by the Minister for Employment, Education and Training and placed under the auspices of the Australian Advisory Council on Languages and Multicultural Education. Subsequently the Review was designated a project of the newly formed Languages Institute of Australia. An Advisory Committee (later designated Steering Committee) was formed early in 1990 to provide advice and guidance to the Review Panel

VOLUME I: REPORT & RECOMMENDATIONS

INTRODUCTION

The *Introduction* sets the body of the Report in context. It gives a brief account of the establishment of Review and lists the people involved. The Review itself is placed in historical context at the higher education level through the provision of summaries of the major reviews of modern (or foreign) languages conducted during the past 25 years. An indication is given of certain key influences on the teaching of languages other than English in higher education over this period.

PART A LANGUAGES IN THE COMMUNITY: A SURVEY OF NEEDS

PART A specifies Australia's language requirements in a number of areas.

In *Chapter 1* the intellectual and cultural value of second language learning is seen as basic to the health of Australian society as it seeks to come to terms with a shrinking world and its own multicultural nature. Intellectual and cultural openness through second language learning is presented as making possible the range of economic, professional and social benefits outlined in later chapters.

Chapter 2 deals with language needs in business, finance and industry through an analysis of exporting and of the situation within Australia. The link between export performance and language competence is established and the attitudes of a range of companies canvassed. Despite a generally depressing picture, some evidence is adduced to indicate increasing awareness of language needs among some (usually big) companies. Mention is made of the general lack of financial incentives given to employees to acquire or maintain competence in a language other than English. The growing importance of cultural sensitivity in today's business world is stressed. A brief remark is made on the financial value of language competence in dealing with Australia's multicultural society.

In *Chapter 3* remarks on the economic importance to Australia of tourism lead to evidence for the need of languages other than English in this industry. The key languages for inbound tourism are identified and reference is made to recent initiatives in the language area by tourism professionals.

In *Chapter 4* Australia is presented as ill prepared linguistically to pursue its regional and global ambitions and obligations. Past attitudes are outlined and current policies of the Department of Defence and the Department of Foreign Affairs and Trade are identified. The attitude to language competence of Austrade is also surveyed.

Chapter 5 focuses on equity and access needs within Australia as they relate to language competence. The areas of law, education and health are considered in detail since they give a reasonably comprehensive idea of the language requirements of social justice in the Australian community. Several options for the future are canvassed.

In *Chapter 6* attitudes to languages amongst Australia's scientists and technologists are briefly surveyed. The close link between culture and technology is emphasised and the importance of language for research in science and technology is evaluated. Some current initiatives in higher education are mentioned and reference is made to the changing perceptions of the science and technology of non-English speaking countries.

Chapter 7 outlines the language teaching policies of Australia's States and Territories and recent initiatives at national level in this area. The developing crisis for the current and future supply of language teachers is stressed and an indication is given of the support that is necessary for needs to be met. Reference is made to the fundamental importance of the provision of teachers if needs in other areas are to be addressed.

Chapter 8 summarises the survey of needs made in Chapters 1-7. It stresses the basic importance of cultural sensitivity, lists the range of languages needed and emphasises the importance of evaluating and recognising language competence.

PART B MODERN LANGUAGES IN HIGHER EDUCATION IN 1990

PART B describes and evaluates the current language teaching situation in higher education in Australia. Periodic reference is made to the extent to which the needs identified in Part A are being addressed.

Chapter 9 lists the languages on offer in higher education institutions in 1990. Language distribution by number of institutions and by State and Territory is specified. Student enrolment (in EFTSU) by State and Territory is also provided. Attention is drawn to the deteriorating situation of language availability by distance education.

In *Chapter 10* evidence relating to the aims and objectives professed by language departments is listed and evaluated. The expectations that departments have of their graduands are examined and related to professed aims and objectives. General objectives in the linguistic, academic, vocational and service areas are given particular attention.

In *Chapter 11* a survey is made of the various institutional structures for language studies in higher education institutions. Following some general remarks on student access to languages, structures for undergraduate, honours and postgraduate courses are described. Details are provided of specialist centres related to languages and of several institutes and centres offering non-award courses.

Chapter 12 treats teaching structures in language departments. Remarks on mode of study lead to discussion of the value of intensive courses and of problems related to length of study. The need for research on these matters is given high priority. The chapter concludes with an examination of the ways in which students are grouped for the learning process.

Chapter 13 focuses on pedagogical questions. An historical background to current language teaching practice is followed by an analysis of language use in the classroom and by discussion of the importance of study abroad. Mention is made of the various syllabus types in use and an outline is given of methods being employed. Particular emphasis is given to the need for a nationally recognised system of proficiency assessment.

Chapter 14 turns to an analysis of the characteristics of the students who learn languages in institutions of higher education. A gender imbalance is noted and questions of age, ethnic and linguistic background, and socio-economic background are discussed. Reasons for studying languages other than English and attitudes to the courses followed are examined. The importance of prior language study and of visits to the target language country(ies) is noted.

In *Chapter 15* incentives and disincentives to language study at secondary and higher education levels are explored. Specifically, the unreliability of support by the community, government, employers and the institutions themselves is noted, as is the inherently demanding nature of language study. A range of current and possible incentives to language study is listed.

Chapter 16 seeks to establish in general terms a profile of current language teaching staff. Attention is drawn to the low numbers of language staff occupying the top academic levels by comparison with staff in comparable departments.Qualifications for language teaching and research into language teaching are investigated, and the question of who should teach the language is explored. Reference is made to the lower status accorded to language teaching than to other teaching areas. The importance of in-country experience for all teaching staff is stressed.

Chapter 17 treats teacher education in higher education. Its availability and the nature of student demand are examined and some remarks are made on the generally low status that it is accorded in higher education. The qualifications that language teachers tend to have are analysed and gaps in provision are identified. A discussion of the current challenges for teacher education is followed by a statement of the support that the area requires.

In *Chapter 18* research into language teaching is investigated. The importance of research in this area and its potential in the Australian situation are noted. A survey of published research in Australia and of research in progress is made. A list of research needs is given.

Chapter 19 deals with the issue of support structures. The effect of the technological revolution of recent times on the possibilities for language learning is highlighted. An indication is given of how technology is being used in various institutions of higher education. Reference is made to the implications that this situation has for teacher training and retraining at both secondary and higher education levels. Information is provided on the current situation of language textbooks and their use. The problems faced by libraries in satisfying the multi-media needs of language departments are stated and some recent initiatives mentioned.

PART C CONCLUSIONS AND RECOMMENDATIONS

Part C (Chapter 20) draws together *Parts A & B* and presents a statement of the Review Panel's conclusions and recommendations. Taken together these recommendations constitute the "coordinated plan for efficient, effective and high quality teaching in the higher education sector" specified under the terms of reference. Conclusions and recommendations are grouped under the headings "availability of languages", "efficiency and effectiveness" and "promotion".

VOLUME II: APPENDICES

Volume II contains twelve appendices which will prove of value to anyone wishing to pursue aspects of the Review. Of particular interest in this volume are the profiles of each institution of higher education that offers language units.

1. Terms of reference document
2. Profiles of institutions
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9. Survey of 3rd year language students
10. "Trading in foreign language environments" by Paul Barratt
11. Monash-ANZ International Briefing Centre.
12. Summary of Australian Second Language Proficiency Ratings (ASLPR)

RECOMMENDATIONS

(Chapter 20 lists and numbers all Recommendations together with a statement of the conclusions on which each is based. For ease of reference by those addressed, this section groups the Recommendations by organisation or individual.)

1. *To the Commonwealth Government*

. The Commonwealth Government contribute, on a dollar for dollar basis up to an agreed limit, to the maintenance or introduction of a range of lesser demand languages to be determined by DEET in consultation with individual institutions. (Recommendation 6)

. Teacher employing authorities and the Commonwealth Government facilitate in-country residence for all teachers, prospective teachers and other (prospective) professional users of languages other than English by encouraging applications for assistantships, scholarships, exchanges, and vacation refresher courses. (Recommendation 33)

. The Commonwealth Government allow for taxation purposes the reasonable costs incurred on overseas visits/excursions by language teachers to a country where the language(s) taught are spoken. (Recommendation 34)

. The Government legislate to ensure that:

  a. the interpreting and translating needs identified in chapter 5 of this Report are adequately addressed;
  b. interpreters and translators are adequately remunerated for their professional activity;
  c. only registered professionals are used for translating and interpreting in government departments. (Recommendation 48)

2. *To the Minister for Employment, Education and Training*

. The Minister for Employment, Education and Training be requested to make representations to the appropriate government ministers and departments with a view to having video and television material excluded from the restrictions of the relevant copyright Act when this material is used exclusively for educational purposes. (Recommendation 46)

3. *To the Department of Employment, Education and Training*

- Spanish language and cultural studies be designated a priority area in the next round of nominations for Key Centres of Teaching and Research. (Recommendation 2)

- As a first step in strengthening Arabic Studies, DEET, in consultation with AVCC, establish an Advisory Council on Arabic and Middle Eastern Studies. This Council should report to DEET and AVCC by June 1992 with concrete proposals on how best to develop Arabic and Middle Eastern Studies in Australian higher education and in particular how to make them attractive to students of non-Arabic speaking background. (Recommendation 3)

- Slavonic language and cultural studies be designated a priority area in the next round of nominations for Key Centres of Teaching and Research. (Recommendation 4)

- The Political Economy of Western Europe be designated a priority area in the next round of nominations for Key Centres of Teaching and Research and for Special Research Centres. Such Centres must have a strong language base to support the economic components. (Recommendation 5)

- DEET request the National Distance Education Conference (NDEC) to propose a method of ensuring that:
  a. the priority languages identified in the *National Policy on Languages* are each available by distance education in at least three institutions of higher education throughout Australia;
  b. each of the lesser demand languages referred to in Recommendation 6 is offered on a continuing basis by distance education in at least one institution of higher education. (Recommendation 7)

- DEET investigate and resolve bureaucratic difficulties relating to the Higher Education Contribution Scheme and the attribution of student load that have been encountered by higher education institutions when they have attempted to make languages available to students of other institutions. (Recommendation 17)

- DEET make available $50,000 to the research study proposed by the National Library of Australia on the use of non-roman scripts in the Australian Bibliographical Network. (Recommendation 55)

4. *To the Higher Education Council of NBEET*

. The Higher Education Council of the National Board of Employment, Education and Training establish an Advisory Committee on Modern Languages to provide advice on the rational provision of modern languages in the Australian higher education system. Membership of this committee should include one member from each State Language Cooperation and Coordination Committee (20.1.6.2) and one representative of the National Languages Institute of Australia. (Recommendation 11)

. The Languages Advisory Committee to be set up (20.1.6) by the Higher Education Council consider as a matter of high priority the desirability of:
a. an extended degree for language students;
b. a specialised languages degree. (Recommendation 18)

. In consultation with the National Languages Institute of Australia the Languages Advisory Committee of the Higher Education Council (to be constituted) seek to coordinate and rationalise language teaching research with a view to establishing a Research and Development Unit dedicated to the enhancement of language teaching. (Recommendation 36)

5. *To the National Distance Education Conference*

. NDEC, in consultation with the NLIA, identify those European and Middle Eastern languages of importance to Australia for which distance education materials are not yet available. (Recommendation 8)

. NDEC request DEET to set aside $1,500,000 from the National Priority (Reserve) Fund for the production of distance education materials in those European and Middle Eastern languages that do not yet have adequate materials available in this mode. Highest priority should be given to "languages of wider teaching". (Recommendation 9)

. NDEC identify LOTE pedagogy as a gap in distance education provision and encourage the offering of high quality courses in this area. (Recommendation 10)

6. *To teacher employing authorities*

- Teacher employing authorities phase in as soon as possible minimum, and if possible national, standards of language proficiency and teacher training for LOTE teachers at both secondary and primary levels. (Recommendation 28)

- Teacher employing authorities be urged to:
  a. supply adequate and appropriately directed resources for the training, retention and retraining of LOTE teachers;
  b. insist upon high levels of communicative competence and appropriate pedagogy before teachers are permitted or required to teach;
  c. ensure that teachers are provided with appropriate incentives and rewards for their qualifications and experience. (Recommendation 29)

- Teacher employing authorities and the Commonwealth Government facilitate in-country residence for all teachers, prospective teachers and other (prospective) professional users of languages other than English by encouraging applications for assistantships, scholarships, exchanges, and vacation refresher courses. (Recommendation 33)

- Teacher employing authorities, preferably on a coordinated basis, ensure that appropriate, flexible and rewarding career paths exist for LOTE teachers, at both primary and secondary school levels. These career paths should include those who choose to specialise solely within the LOTE area and those who wish to combine one LOTE with another curriculum area. (Recommendation 49)

- Teacher employing authorities provide practical and appropriate support to young and/or inexperienced LOTE teachers, by the provision of consultancy support networks and the use and expansion of support schemes such as the Master Teacher Program at Macquarie University. (Recommendation 50)

7. *To universities and colleges*

- All universities and colleges with 5000 or more EFTSU be encouraged to offer at least 4 languages from Europe or the Middle East. Universities and colleges with less than 5000 EFTSU should offer at least 3 languages from Europe or the Middle East. Particular attention should be given to Arabic, French, German, Greek, Italian, Russian and Spanish. (Recommendation 1)

- Universities and colleges:
  a. remove formal and *de facto* barriers to LOTE study for all students in all faculties or schools;
  b. incorporate a LOTE element into courses in business and public sector management; tourism and hospitality; teaching; law; science and technology; librarianship.
  c. with an adequate lead time specify language study as a prerequisite for study in tourism and hospitality. (Recommendation 13)

- Universities and colleges through their language departments and language institutes or centres be encouraged to offer non-award courses as a means of spreading language learning through the community. (Recommendation 19)

- Universities and colleges be encouraged to consider the desirability of offering non-award, fee-paying courses designed to produce sensitivity towards non-English speaking cultures both within Australia and overseas. (Recommendation 20)

- Universities and colleges be encouraged to provide appropriate courses, on a full-time and part-time basis, for appropriately educated and linguistically competent members of the community to enable them to gain formal recognition for their language competence, and to use it in an appropriate field or profession. (Recommendation 21)

- Universities consider offering:
  a. double degrees, (post-)graduate diplomas (in time and content), and special purpose courses involving languages other than English;
  b. intensive courses, summer courses, "fast-tracking" courses. (Recommendation 24)

- Universities and colleges, in their formal degree requirements and in their teacher education programs, be encouraged to give credit for all appropriate language learning, including intensive courses, summer courses, self-access programs, structured in-country experience, courses in TAFE and language institutes or centres. (Recommendation 26)

- Universities and colleges, in granting study leave (OSP, special leave, etc.) to members of language departments, give every encouragement for this leave to be spent, at least partially, in the target language country(ies). In particular cases this may need to be a requirement of the granting of leave. (Recommendation 31)

- Universities and colleges grant appropriate study leave for untenured staff teaching languages other than English following three years service. (Recommendation 32)

- Universities and colleges, following consultation with teacher employing authorities, professional interpreting/translating organisations and DEET, move towards including a period of residence in the target language country(ies) as a requirement for a language major. Such a period should become mandatory by 1998. (Recommendation 35)

- Universities and colleges give due attention to good quality research proposals related to the teaching of languages other than English. (Recommendation 37)

- Universities and colleges give due recognition for purposes of tenure, promotion, and study or special leave to projects for syllabus development in the teaching of languages other than English, such recognition to be clearly specified in university and college regulations. (Recommendation 39)

- Universities and colleges and funding bodies recognise the labour-intensive nature of language teaching and allocate staffing, general resources and library resources accordingly. Taking into account the difficult financial situation of most institutions, the Review Panel recommends a student:staff ratio no higher than 10:1. This should be lower in very small departments where staff are expected to cover an extremely wide range of activities, including at times giving assistance to librarians in cataloguing. (Recommendation 42)

- Universities and colleges ensure that the level of appointment of languages staff is on average not lower than for comparable departments. (Recommendation 43)

- Universities and colleges pursue the practice of rewarding in appropriate fashion excellence in the teaching of languages other than English. (Recommendation 45)

- Universities and colleges, in the calculation of tertiary entrance scores, seriously consider giving a positive loading to marks obtained in languages other than English. (Recommendation 47)

- Universities and colleges ensure that an adequate library establishment grant be provided for each new language intoduced. $40,000 should be considered as a bare minimum. (Recommendation 56)

. In calculating grants to libraries for the acquisition and processing of LOTE material, universities and colleges take account of the fact that costs for LOTE material are substantially higher than for English language material. (Recommendation 57)

. Universities and colleges consider, as appropriate, the following measures to encourage LOTE competence in their library staff:

a. include general language awareness training as well as training in a specific LOTE in all librarianship courses (see Recommendation 13);

b. as an interim measure, offer courses to appropriate existing staff in general language awareness;

c. encourage the sharing of bilingual librarians among institutions in reasonable geographical proximity. (Recommendation 58)

8. *To Vice-Chancellors*

. Vice-Chancellors of proximate universities set up a Language Cooperation and Coordination Committee composed of both senior administrators and heads of language departments to ensure that the most efficient and effective use is made of language resources in their institutions. Where feasible such cooperation and coordination should extend State-wide. (Recommendation 12)

. State Language Cooperation and Coordination Committees (20.1.6.1.) be requested to address the need for the allocation to specific institutions of offerings in language teaching pedagogy for particular languages. Such an action would serve to raise standards and heighten student interest. (Recommendation 16)

. The university members of the Board of the Business Higher Education Round Table be invited to bring to the attention of the Board the conclusions and recommendations of this Report with a view to having them addressed by the Business Higher Education Round Table. (Recommendation 53)

9. *To language departments*

. Language departments encourage maximum cooperation and coordination between their staff and language teacher educators in the various aspects of language teacher preparation. This will include regular meetings and the allocation of specific responsibilities to individual members of staff. (Recommendation 14)

. Language departments establish close links with teachers of their

languages in secondary education with a view to:
  a. encouraging secondary students to pursue the study of languages during their tertiary courses;
  b. providing assistance to secondary teachers and learning from them. (Recommendation 15)

- Language departments express in as specific and interesting a form as possible their principal aims and objectives. (Recommendation 22)

- Language departments be encouraged to develop a variety of courses in languages other than English to service the needs of:
  a. language, literature and cultural studies;
  b. languages for professional purposes in areas such as teaching and interpreting and translating;
  c. languages as a support skill in areas such as commerce, law, engineering and science. (Recommendation 23)

- Language departments ensure that their language related offerings cover as wide a field as is practicable with the staffing available. Courses in linguistics, semiotics, cinema, media studies, politics, sociology and history should be introduced to complement traditional literature strands provided that they are adequately taught and are not regarded as superficial "soft" options. (Recommendation 25)

- Language department staff be encouraged to use the target language as extensively as possible in all contact with students. (Recommendation 30)

- Language departments pay particular attention to the design and teaching of beginners' courses and provide every encouragement to beginning students to pursue their studies in later years. (Recommendation 40)

- In their teaching programs language departments recognise the importance of fostering in their students the capacity to analyse language. (Recommendation 41)

- Language departments ensure that at least one tenured staff member in small departments and one in five tenured staff members in bigger departments have their qualifications and research interests in language. (Recommendation 44)

- Language departments be invited to give all appropriate support to the National Languages Institute of Australia and to use it as a mechanism for the promotion and coordination of activities related to language teaching and learning. (Recommendation 54)

10. *To the National Languages Institute of Australia*

- The NLIA investigate the introduction of a national system of proficiency assessment for students of LOTE in higher education. This system should be related to public service and commercial employment criteria and, where possible, be linked with overseas models. (Recommendation 27)

- The National Languages Institute of Australia commission research on the effectiveness of various kinds of intensive language programs at higher education level. (Recommendation 38)

- In consultation with the Business Higher Education Round Table and the Languages Advisory Committee of the Higher Education Council, the National Languages Institute of Australia undertake an appropriately researched and resourced campaign to:
  a. persuade employers in general and business in particular of the value to them of a professional standard of LOTE skills, including their use for interpreting and translation.
  b. demonstrate that it is in Australia's longer term interest to provide adequate incentives and rewards to those who wish to work professionally with LOTEs;
  c. persuade employers to identify and to advertise clearly their needs in the area of LOTEs. (Recommendation 51)

- The National Languages Institute of Australia seek the support of the Commonwealth and State Governments and of business to develop a research/data base designed to develop, maintain and monitor Australia's LOTE needs and priorities. (Recommendation 52)

INTRODUCTION

The Review of the Teaching of Modern Languages in Higher Education was commissioned late in 1989 by the Minister for Employment, Education and Training and placed under the auspices of the Australian Advisory Council on Languages and Multicultural Education. Subsequently the Review was designated a project of the newly formed Languages Institute of Australia. An Advisory Committee (later designated Steering Committee) was formed early in 1990 to provide advice and guidance to the Review Panel.

REVIEW TEAM

Review Panel: Professor Barry Leal, Deputy Vice-Chancellor (Academic)
Macquarie University
Chair (full-time secondment)

Dr Camilla Bettoni, Senior Lecturer, Department of Italian,
University of Sydney
(half-time secondment)

Dr Ian Malcolm, Head of Department, Language Studies,
Western Australian College of Advanced Education
(half-time secondment)

Executive Officer: Mr Graham Sims, Inspector of Schools (Languages), N.S.W.
Department of School Education
(full-time secondment)

Office Secretary: Ms Gina Balmano

ADVISORY (STEERING) COMMITTEE

Mr Joseph Lo Bianco (Chair)	Director, National Languages Institute of Australia
Dr Helen Andreoni	Senior Lecturer, Centre for Multicultural Studies, University of New England
Dr Ken Eltis	Director, Curriculum & Educational Programs, NSW Department of School Education
Professor David Ingram	President, Australian Federation of Modern Language Teachers Associations
Ms Anne McDermott	Manager Education, Office of Multicultural Affairs, Department of Prime Minister and Cabinet
Ms Michelle Sloane	Manager Education, Westpac Banking Corporation
Mr Peter Vaughan	Acting Director, Office of Multicultural Affairs, Department of Prime Minister and Cabinet
Ms Di Zetlin	Federation of Australian Universities Staff Associations
Mr George Zuber	Assistant Secretary, Institutional Developments Branch, Department of Employment, Education and Training

TERMS OF REFERENCE

The full document containing the terms of reference is reproduced as Appendix I. The purpose of the Review was "to investigate the current situation of modern language teaching in higher education with a view to identifying or developing models for best practice and defining what pedagogical and other changes may be necessary in order to meet Australia's language requirements". This investigation was to proceed in the context of the National Policy on Languages with particular reference to the four social goals enunciated in that document:

1) enrichment: cultural and intellectual

2) economics : vocations and foreign trade

3) equality : social justice

4) external : Australia's regional and global role

The Review panel was further enjoined to " produce a co-ordinated plan for efficient, effective and high quality teaching in the higher education sector and [...] identify the balance and range of language programs required to achieve these goals".

The work undertaken by the Ingleson Inquiry into the Teaching of Asian Studies and Languages in Higher Education (1989) was not to be duplicated and the following were specifically excluded from the review's investigations: English, Aboriginal languages, Australian Sign Language, language programs offered through conservatoria of music or theological colleges.

The Terms of Reference indicate that the work of the Review should be restricted to an analytical survey of the teaching of the language itself. Consequently, literature and other aspects of culture mediated by language are treated only to the extent that they provide a useful context for establishing the place of language teaching in academic programs.

REVIEW PROCEDURES

The budget for the Review allowed, for a period of one year, the full-time secondment of the Chair of the Review Panel and the half-time secondment of two Panel members. Remaining finance permitted the appointment for 11 months of an Executive Officer and Office Secretary, as well as the commissioning of two consultancies.

Following the establishment of a comprehensive list of areas to be addressed by the Review, a "Call for Submissions" was sent to all institutions of higher education, and to many community, ethnic, business and government bodies. The "Call for Submissions" was, moreover, published in *The Sydney Morning Herald*, *The Age*, *The Australian* and in a representative range of ethnic newspapers from a list supplied by the Office of Multicultural Affairs. After the closing date had passed, further submissions were solicited from those areas of community activity in which submissions had been sparse. In all, 107 submissions were received from the individuals and institutions listed in Appendix 5.

A series of questionnaires was devised to gather information from academic staff, students, graduates, language teachers, State departments of education and State credentialling authorities. A copy of these questionnaires appears in Appendix 8. Associate Professor George Cooney of Macquarie University contributed to the devising and exploiting of these questionnaires.

Dr Mark Hutchinson was commissioned to conduct an independent survey of the attitudes of current higher education students to their studies in languages other than English.

For a period of some five weeks in May and June, the Chair of the Review panel, Professor Barry Leal, made a fact-finding trip to the United States, Great Britain, France, Sweden, Germany and Holland. The purpose of this trip was to gather information on technological developments in language teaching; to evaluate the approach being taken to modern language teaching and learning in other anglophone countries; to understand the language policies being pursued by the European Community and by several European countries where the national language is not a language of international importance. Much of the comparative material in the Report appears as a direct result of that trip. A list of institutions and places visited is included in Appendix 7.

Especially during the first four or five months of the Review, Professor Leal, on occasions accompanied by other members of the Review team, interviewed a considerable number of prominent figures in business, industry, government service and social organisations in order to gain a better understanding of the current importance of modern languages in Australian society. A number of other people were interviewed by Dr Bettoni, Dr Malcolm and Mr Sims. A list of the people interviewed is to be found in Appendix 6.

Between 18th July and 3rd September all Australian higher education institutions that teach modern languages were visited. In all but one case the visit was conducted by two members of the Review team.

PREVIOUS REVIEWS OF MODERN LANGUAGES IN HIGHER EDUCATION

In the past twenty-five years there have been six major reports on foreign or modern language teaching in Australian higher education.

SUMMARIES

1. The Wykes Report (1966)

This Report was commissioned by the Australian Humanities Research Council and appeared in 1966. It was compiled by Dr Olive Wykes, Senior Lecturer in Education at the University of Melbourne. Subsequently the Australian Humanities Research Council adopted a series of recommendations based on it.

The Wykes Report appeared at a time when language requirements were being phased out in some universities and there was considerable speculation about the effect that this would have on student numbers and patterns of language teaching. The following prophetic statement by a senior language teacher at the University of Melbourne is quoted: "The removal of the language requirement in the Faculty [Arts] could be the first step toward a steady deterioration of language teaching in the schools, and therefore towards an alteration in the very nature of much of our University language teaching". (p.6)

In a series of tables the Report canvassed such issues as demand for languages at the secondary level; demand by Faculties other than Arts; factors which influence student choice of language study; the views of a range of senior academic staff; and the introduction of language laboratories. There were clear recommendations for the introduction of a greater range of elementary courses; for the setting up of linguistics departments in each major city; and for the broadening of language offerings to include Italian, Russian, Indonesian, Chinese, Japanese, Spanish and the languages of India. Some surprise was expressed at the apparent lack of interest by heads of language departments in providing languages as "tools of trade', i.e., for practical use by non-specialists.

2. *The Auchmuty Report* (1971)

In March 1969 the Commonwealth Government, with the agreement of the State Departments of Education, established an Advisory Committee on the Teaching of Asian Languages and Cultures under the Chairmanship of Professor J. Auchmuty, Vice-Chancellor of the University of Newcastle. Following a considerable number of public submissions, a survey of secondary and tertiary educational institutions, and a public opinion poll, the Committee reported in September 1970.

Within the context of Australia's growing involvement with Asian countries, the Committee found increasing awareness in Commonwealth Government departments and in some banks that a knowledge of Asian languages and cultures was essential for businessmen dealing with Asia and for some of their own staff members. Many businessmen supported extending Asian language courses at tertiary level but stated that they had no immediate requirement for staff members fluent in a particular language. There was a perception among the general public that Asian languages and Asian studies should be available at all secondary schools, but compulsory language study was not favoured. Japanese, Indonesian/Malay and Chinese were, in that order, the languages favoured.

The Committee noted the relatively low numbers studying Asian languages in the Australian educational system and identified the following problems: lack of trained teachers; lack of demand; the perception that Asian languages are difficult; lack of suitable teaching material; lack of obvious employment opportunities for graduates.

The Committee suggested that the RAAF School of Languages at Point Cook be opened up to persons outside the defence forces and Commonwealth departments. It further recommended that: social studies courses in primary schools and in the core studies at secondary level be revised to give students the opportunity to learn about Asia; schools focus on Indonesian/Malay, Japanese and Chinese; culture be studied along with language; there be cooperation between Departments of Education and universities in developing courses; intensive language schools be encouraged; teachers be given more opportunities for in-country experience; the States and the Commonwealth cooperate to expand the teaching of Asian languages and cultures.

3. *Report of the Australian Academy of Humanities* (1975)

This survey, covering the years 1965 to 1973, was conducted by the Committee on Foreign Languages of the Australian Academy of the Humanities under the convenership of Professor E.C. Forsyth, Professor of French at La Trobe University. It was published in 1975.

The survey identified "a crisis in the demand for language studies [...] in the

Australian universities". It expressed considerable concern, moreover, at the monolingual tendencies in Australian society, which, together with the country's geographical isolation, were seen as threatening to produce "cultural and intellectual insularity" (p.41). The Committee expressed its conviction that the study of a second language encourages the better understanding and use of the mother tongue. The choice of a second (or third) language was not considered of critical importance, but an adequate range of possibilities for language learning was deemed necessary. "What is important is that a balanced range of options should be available to all students and should cover the languages of migrant groups and the major European and Asian languages." (p.41)

The recommendations of the survey covered compulsory second language learning at secondary level, recognition of the particular resource needs of language departments, encouragement of interdisciplinary study, the importance of in-country experience, the extension of the range of migrant and Asian languages, and the introduction of training courses for interpreters.

4. Languages and Linguistics in Australian Universities. Report of the Working Party on Languages and Linguistics to the Universities Commission (1975)

This Report followed a request in June 1973 by the Commonwealth Minister for Education to the Chairman of the Australian Universities Commission. The Minister desired an investigation of the desirability and feasibility of encouraging the study not only of migrant languages and cultures in Australia but also of linguistics, particularly Aboriginal linguistics. The Minister later agreed to include Asian languages in the study. The working party which conducted the study was chaired by Professor Leonie Kramer, Professor of Australian Literature at the University of Sydney. It did not consider in detail the programs of CAEs, it made no formal visits to institutions and did not call for submissions.

The working party found that in general there was "no evidence of any significant unsatisfied demand for enrolment in language courses" and concluded that there was no case for a major expansion of existing language offerings. It did, however, note that the absence of "community" languages was undesirable and recommended that establishment grants be made to rectify the situation. Strong encouragement was also given to the study of linguistics.

Other recommendations related to increased co-operation within and between institutions in language offerings; the granting of degree credit for courses completed at language institutes; greater career orientation in language offerings across the campus; the establishment of a National Council on interpreting and translating; intensive courses; the adequate funding of libraries; and overseas experience for senior language students.

The working party expressed great concern at the dramatic decline in the study of languages at matriculation level.

5. *The Hawley Report* (1982)

This survey covered the years 1974 to 1981 and was conducted by Dr D.S. Hawley, Lecturer in French at the University of Wollongong, following the award of a research grant by the Education Research and Development Committee.

Dr Hawley's survey is essentially statistical in nature and does not present specific recommendations. It noted that, although the variety of languages taught in tertiary institutions had increased after 1974, many migrant languages were still unrepresented. Enrolments in Italian and Modern Greek had greatly increased and there was a rise in enrolments in Asian languages. Following a steep decline in French and Latin, Dr Hawley noted a certain stability developing in these languages. By 1981 beginners' courses in languages at higher education level had so increased in popularity that they accounted for 66% of first year language students. In his survey of students, Dr Hawley discovered that 77% of the 2,144 students who completed his questionnaire were female, 44% were over 21 years of age and many were not learning a new language but maintaining their mother tongue. He also detected some dissatisfaction among students with the literary orientation of their courses since their main aim was to achieve oral and written proficiency in the language.

6. *The Ingleson Report* (1989)

In January 1989 Professor John Ingleson, Professor of History at the University of New South Wales, submitted a report to the Asian Studies Council on the teaching of Asian Studies and Languages in Higher Education.

Stressing the importance of Australia's having an Asia-literate population, Professor Ingleson made numerous recommendations about how this might be achieved. He stated that the study of Asian countries should not be confined to area studies or language departments but that it should be integrated into other departments and particularly into professional faculties. Double majors including a language were strongly advocated. He recommended that by 1993 language study in Chinese, Japanese and Indonesian should be available on every campus in every State.

In contrast to previous reviews, the Ingleson Report pays considerable attention to specific ways of improving efficiency in the often difficult area of Asian languages. Among the ideas canvassed are: more extensive pre-tertiary training, intensive courses, credit for vacation courses, distance education, encouragement to students to do an honours year, in-country training and increasing the length of courses. The establishment of a National Centre for Applied Linguistics is recommended to improve teaching methods. A National Languages Testing Unit is also seen as desirable so that common measures of language proficiency may be formulated and used across the nation.

Fundamentally, however, the key to creating Asia-literate Australians lies for Professor Ingleson in the schools. He notes the critical teacher supply situation and makes a series of recommendations designed to bring about improvement.

THE IMPLEMENTATION OF RECOMMENDATIONS

The analysis contained in Part B of this Report indicates which recommendations of previous higher education reviews have been implemented and with what success. Of those that have not been adequately implemented, the following, in the opinion of the Review Panel, should receive immediate consideration:

- realistic recognition of the infrastructure costs in language departments and libraries of language teaching and learning;
- the establishment of a national system of language proficiency measurement;
- the extension of in-country experience for students of languages;
- the development of intensive courses;
- the extension of credit transfer for competence gained outside higher education;
- the opening up of the Point Cook School of Languages to persons outside the Defence Force and Commonwealth Departments.

Thanks to the influence of the Auchmuty Report, the Ingleson Report and the Garnaut Report on North East Asia, the particular needs identified for Asian languages are in the process of being addressed in higher education and elsewhere, principally by the Asian Studies Council. This effort must obviously continue if Australia is to play its role in the Pacific region.

However, it is important to Australia's cultural, economic and strategic interests that this timely stress on Asia does not distract government, business and education from paying due attention to other areas of the world that are growing in importance. The following are particularly worthy of attention:

* WESTERN EUROPE must be given continued and increased prominence, not only for its cultural significance to Australia, but also for economic and strategic reasons. In 1993 the European Community will be the biggest trading bloc in the world, a fact that Australia cannot afford to ignore.

- EASTERN EUROPE and THE SOVIET UNION will be an area of rapid development in the next decade, following the collapse of communism. Australian higher education has paid only minimal attention to this part of the world in the past and will need to give it much greater stress.

- THE MIDDLE EAST is of growing importance for Australian exports and is of considerable cultural and strategic significance. There needs to be a greatly increased focus on this area in Australian higher education.

- SOUTH AMERICA has great potential for cultural and economic interaction with Australia. This has barely been tapped and Australia would be foolish not to prepare itself linguistically and culturally for such interaction.

THE INFLUENCE OF SOCIAL CHANGE ON LANGUAGE OFFERINGS

The reviews of language provision in Higher Education during the past 25 years show that the period has been one of rapid change. Among the influences in society producing this change, the following may be identified:

THE ADOPTION OF MULTICULTURALISM AS GOVERNMENT POLICY

This policy resulted from a recognition of the changing nature of Australia's population and an acceptance of the diversity of its ethnic origins. The linguistic implications of this policy have gradually been drawn out and the place of "ethnic" or "community" languages in the Australian community asserted. This has led to the increased availability of these languages in primary and secondary education and their encouragement at tertiary level by special government funding. Over the period 1982-1984 the Commonwealth Tertiary Education Commission provided $2.7 million for new community languages to be introduced in Universities and Colleges of Advanced Education. As a result of this funding, courses were introduced in Arabic, Croatian, Macedonian, Maltese, Modern Greek, Polish, Portuguese, Serbian, Turkish and Vietnamese.

Of particular importance in this broadening of the language base in higher education has been a series of reports and policy statements not exclusively addressed to universities and colleges. Notable among these are:

- *The Report of the Review of Post-arrival Programs and Services for Migrants* (Galbally, 1978). The recommendations of this Report led to a range of welfare oriented courses offered particularly in the former college sector of higher education.
- *Review of Multicultural and Migrant Education* (AIMA 1980). In particular this Report recommended that the Tertiary Education Commission make grants to promote the teaching of community languages.
- A *National Language Policy.* (Senate Standing Committee on Education and the Arts 1984) This wide-ranging and influential report contains the results of an enquiry into "the development and implementation of a co-ordinated language policy for Australia".
- The *National Policy on Languages* (Lo Bianco 1987), which has led to the adoption of a more coherent approach to the place of languages in

Australian society. The Australian Advisory Council on Languages and Multicultural Education and the National Languages Institute of Australia both owe their existence to this document.

THE DROPPING OF LANGUAGE REQUIREMENTS BY UNIVERSITIES

The single most important factor in the relative decline of language learning at the secondary and tertiary education levels over the past 20 to 25 years has been the dropping of language requirements by universities at both matriculation and degree levels. Social pressure on universities to liberalise the curriculum and to avoid compulsion ensured that by 1975 no language study was required for entry to any Australian university or for any university degree. This situation had a disastrous effect on secondary enrolments, already weakened in New South Wales by the introduction of the Wyndham reforms. The dropping of university language requirements contributed considerably to the later introduction of beginners courses in certain languages.

THE GROWTH OF TRADE, TOURISM AND CULTURAL CONTACT WITH ASIA, NOTABLY JAPAN

Trade with Asian countries has increased rapidly in recent decades. In 1965, 25% of Australia's exports went to Japan, China, Korea, Hong Kong and Taiwan, with a further 4.3% going to ASEAN countries. The corresponding figures for the first half of 1989 were 41.8% and 9.3%.Tourism during the 1980s showed a spectacular rise, with a threefold increase in the total number of international visitors being registered. Approximately 37% of these came from Asia, half of these being from Japan.The twin influences of trade and tourism have clearly stimulated the recent interest in Asian languages in higher and other levels of education.

PART A

LANGUAGES IN THE COMMUNITY: A SURVEY OF NEEDS

This survey of language needs in the community addresses the direction in the terms of reference document that the Review "determine Australia's social, welfare, service delivery, trade, tourist, political, scientific and technological requirements".

To this list has been added "intellectual and cultural needs", since it is the conviction of the Review Panel that a national cultural and intellectual reorientation in the area of languages other than English, particularly but not exclusively in the education sector, is necessary if Australia is to play the role to which it aspires in today's world. It is clear that intellectual and cultural attitudes relate closely to meeting needs in other areas.

The survey of language needs concludes with a section on "needs in teaching". It is obvious that a sufficient number of well-trained teachers will be necessary if the education system is to cope with a projected increase in language learning. Satisfaction of the other needs identified in the community depends to a considerable extent on having an adequate supply of competent teachers.

The survey is of necessity selective. It does, however, give a general idea of the range of needs in contemporary Australia and highlights the task facing the educational system.

1. INTELLECTUAL AND CULTURAL NEEDS

Much debate over higher education in the past decade has focused on economic considerations. Some contributors to this debate have accused universities of an ivory tower mentality and a preoccupation with academic concerns rather than contributing to wealth-creating activities. In opposition to this it has been argued (e.g., by Graham, 1986) that the "wealth" of a society consists in non-economic as well as economic terms , and that some activities that are not themselves wealth-creating contribute to the wealth-creating capacity of a society. Such activities are those which contribute to intellectual and cultural development and original thinking.

1.1 *THE NEED FOR WIDER PERSPECTIVES*

Few educated people would, after due reflexion, quarrel with the statement that culture structures language and that language in turn structures thought. However, for a considerable period of time the ramifications of this statement for Australia's intellectual, cultural and educational life have not been recognised. The brash monoculturalism and persistent monolingualism that have characterised influential sections of the community and permeated the country's educational systems have limited intellectual and educational perspectives to a degree that is only now, with some alarm, being appreciated.

For the good of the individual and the society it is important that all Australians should have the opportunity to transcend the limitations of their own society's culture, language and thought and to broaden their horizons through an introduction to at least one other language and culture. This underlies the stress given to "a language other than English for all" in the *National Policy on Languages*, which particularly values the fact that "learning a second language successfully can lead to an appreciation that the view of reality implicit in any language is relative, not absolute". (Lo Bianco 1987, p.46). Moreover, a recently released publication of the Higher Education Council sees one of the higher education system's obligations as being to bring to its students an understanding of "the achievements of other times and other places so that contemporary Australia will be enriched by drawing on, and taking further, the best that has been achieved by other civilisations" (NBEET 1990c, p.1).

That such exposure will have a range of valuable economic, professional and social benefits is indicated in succeeding pages of this Report. But first there must be what one person interviewed termed "a changed mindset", an intellectual and cultural openness to the non-familiar that is able to put specifically defined needs in context. Over the past 15 years the policy of multiculturalism has sought to encourage this openness, but it is now conceded that most Australians have been left untouched and have remained largely indifferent. The challenge needs to be taken up more seriously by the educational system through a greater focus on other cultures and specifically on languages other than English.

1.2 *LANGUAGE AND INTERNATIONAL ACCESS*

Language can be either a barrier or a bridge. Far better that it should be a bridge, not only for the enrichment of one's personality and one's society, but for the sake of enhanced international understanding. Probably the most pervasive need of our time is for an improved level of human understanding that will remove some of the impediments to a more secure and harmonious future. No one would suggest that the bridges built by language competence are the only factor involved in achieving this, but the view is widely held in modern society that an appreciation of other languages and cultures is at least a prerequisite to international understanding. It enables society to adjust to life in a shrinking global context.

The Director of the National Humanities Centre in the U.S.A., Mr Robert Connor, was recently reported as saying that events in Eastern Europe have underlined the importance in world affairs of "cultural and religious factors and the role of the individual" and have consequently justified the placing of greater emphasis on the humanities in the 21st century:

> Those factors have been evident at every turn in recent months, and will surely continue to be of great importance in the evolution of a new international order [...] The events of recent months are eloquent reminders of the power of ideas and language. (*The Australian*, 5 September, 1990)

There is a need for Australian society to access "the power of ideas and language" if it is to interpret intelligently the times we are living through and the aspirations and behaviour of other countries, especially those with which we have not traditionally had close relations. Events in the Middle East in the past year have surely taught us that. This necessary process corresponds in part to what Lambert, in the American context, has called "deparochialization" (1989, p.8). For contemporary Australia a similar goal is essential as the country seeks to play a more positive role in world affairs.

For such international access to be possible it will be necessary for Australia to:

- improve its understanding, through language, of the non- English-speaking countries of Europe, Asia, the Middle East and South America, and to maintain an appropriate balance, rather than neglecting one or more of these areas in favour of the others;
- gain greater access to those regions of the world to which it does not belong linguistically or culturally. This can, in part, be achieved through exchange of personnel, scholarship opportunities and imaginative leadership from higher education.
- have a higher education program in languages that will be comprehensive and flexible enough to meet unpredictable eventualities entailing new international contacts.

1.3 *INSULARITY AND PAROCHIALISM: PREJUDICE AND INTOLERANCE*

Command of a foreign language does not relate merely to an appreciation of other societies. By a process of comparison, fresh perspectives become possible on the intellectual and cultural base of one's own society. Two world wars against non-English-speaking foes, reinforced by the tradition of Australian monolingualism, have led in some quarters to the persistence of the belief that speaking a language other than English is "un-Australian". Most older migrants have stories to recount on this score. The truth of the matter is , however, that knowledge of another language and culture makes one an intellectually and culturally richer Australian, better able through one's wider vision to contribute to change in society. There is no more effective way of destroying insularity and parochialism than by building a bridge to another culture through its language, "the deepest and most widely shared manifestation of a culture" (Lo Bianco 1987, p.46).

In a multicultural society such as we have in Australia, the avoidance of insularity and parochialism, together with the elimination of prejudice and intolerance towards non-English-speaking cultures is doubly important. It is not just a question of putting relations with foreign countries on a sounder footing and enriching the quality of Australian cultural and intellectual life . It is a question of the creation of an integrated Australian community. This must surely be one of the most pressing cultural needs in Australia at the present time.

Perhaps the most noteworthy need in this respect is recognition on the part of monolingual Anglo-Australians of the cultural richness brought by migrants of non English-speaking background. In the area of gastronomy much recognition has come quite rapidly, but it has not in general been accompanied by intelligent curiosity about other aspects of a migrant's cultural life. Caricature often parades as reality. The greater intellectual and cultural sophistication produced by the study of foreign languages would help to remedy this situation and enhance social cohesion.

At the same time it is of importance to encourage migrants not only to become proficient in English but also to maintain and develop proficiency in their mother tongue. Such encouragement may not only prove of economic importance to the country in the future; it will also give the individual a greater sense of acceptance in a new country and hence a feeling of personal worth. Australian society can only gain in the process.

It is an interesting fact of Australian social life that national policy on immigration, which has developed from the White Australia policy, through assimilation, to integration and multiculturalism, has not been accompanied by corresponding practice in language education. It is true that a range of community languages has been introduced into schools, but in far too many cases these have been studied almost exclusively by the ethnic group with that particular language background. The majority of young Australians leave school with minimal exposure to another language. In fact statistics show that precisely when policies of integration and multiculturalism were being developed, language learning in secondary schools was declining at an alarming rate. Between 1967 and 1975 the proportion of students in Australia presenting for a modern language at the Higher School Certificate Examination (or equivalent) fell from 40% to 15% (Hawley 1981, pp.84, 86). Moreover, it is interesting to note that the educational policies of that time in New South Wales have now produced a situation in which there is no modern language teacher at all in almost one-third of all high schools in the State.

The reasons for this disjunction between political policy and educational practice are numerous and complex, and merit research. The fact remains, however, that a whole generation of students has been culturally and linguistically deprived and perhaps for that reason remains more open to the prejudice and intolerance induced by social tensions.

1.4 *COGNITIVE ASPECTS OF LANGUAGE LEARNING*

In common with other pursuits in the humanities, language study can contribute to the general human resource development which may be seen as a precondition of sustained economic development. In addition, however, second language study, because it provides the individual with an additional medium for thought, can bring quite distinctive cognitive benefits.

There is now a large body of literature relating to the implications of second language learning for cognitive development. Some of this literature, which is based mainly on study of child second language acquisition, is surveyed by Rochecouste (1987), Foley (1988) and Cummins (1988).

Cummins (1988, p.263) cites the "additive bilingualism enrichment principle" as a principle of bilingual development and language teaching which appears to be "generalisable across societal contexts". Additive bilingualism is that which results when the second language is acquired in a social context where the learner's first language is also strongly reinforced. Studies have consistently shown that bilingual children in these circumstances "exhibit a greater sensitivity to linguistic meanings and may be more flexible in their thinking than are monolingual children " (Cummins 1988, p.264). A number of hypotheses have been put forward to explain why this relationship exists (see Foley 1988).

The "code-switching hypothesis" claims that the capacity to switch from one language to another affords bilinguals greater flexibility in approaching cognitive tasks. The "objectification hypothesis", associated with Bialystok (1986), focuses on the fact that the bilingual sees a language as one of a number of possible systems, the resulting objectification of language being seen as conducive to more advanced levels of abstract and symbolic thinking. The "verbal mediation hypothesis" suggests that the bilingual is more reliant than the monolingual on inner speech in performing cognitive tasks, and makes more efficient use of the self-regulatory functions of language.

In the Australian context, on the basis of study of children in a partial immersion program in German, Clyne (1986) and others have observed greater cognitive flexibility and divergent thinking among the bilingual children than among their monolingual peers (see Rochecouste 1987, p.64).

Another principle of wide generalisability cited by Cummins is the "linguistic interdependence principle", according to which there is a common underlying cognitive/academic proficiency across languages despite their surface differences. Because of this, a transfer of "cognitive/academic or literacy-related skills" can take place across languages. This means that, even when instruction is being given by medium of the minority language, children's skills in the majority language may show significant improvement.

All the evidence that we have about the acquisition of bilingualism in childhood indicates that second language learning can enhance both thinking and first language use. If Australia is to become the "clever country" to which it aspires, such evidence needs our close attention.

1.5 *INTELLECTUAL & CULTURAL NEEDS AND HIGHER EDUCATION*

Such basic intellectual and cultural needs obviously have wide ramifications in the educational sphere, perhaps particularly for higher education. To respond adequately it is crucial for the whole enterprise of second language learning to be built on solid intellectual and cultural bases. Only then can the specific needs identified in later chapters of this Report be adequately addressed. It has been encouraging for members of the Review to discover that this view is shared by considerable numbers of leaders in government, business and industry.

In 1968 the late Professor R.F. Jackson wrote:

> What we value in the language departments and what faculties of arts particularly value [...] is the peculiarly civilizing experience of trying to obtain a sensitive grasp of a sophisticated instrument of human expression such as French, German or Chinese, using it for the critical exploration and enjoyment of some masterpieces of the literature, and making immediate contact through the literature with attitudes, values, ruling ideas and significant myths constitutive of the culture as a whole (Jackson 1968, p.6).

Today there are many who consider that, while literature does provide a powerful and perhaps privileged expression of the culture associated with a language, the benefits to which Jackson refers may also flow from the cross-cultural, cross-linguistic study of other fields. But whatever the field of study may be, the fact remains that profound intellectual and cultural bases are necessary to satisfy the intellectual and cultural demands that are made by society.

In an article in *VOX* in 1988 Professor Max Charlesworth of Deakin University pursued a similar theme in advocating that universities maintain what he described as a "liberal" approach to language learning:

> [...] unless [...] utilitarian purposes are seen as subordinate to what I have been calling the "liberal" purposes of language study, any large-scale language program will be based on shaky foundations. (Charlesworth 1988, p.34)

While stressing in this Report the practical usefulness of languages other than English in the modern "globalised" world of business, tourism, science and technology, etc., and advocating the extension of their teaching for these purposes in higher education, the Review panel strongly supports for very practical reasons this statement of Professor Charlesworth.

If a language does not have a strong intellectual and cultural base in its teaching program there will be at least three unfortunate consequences:

- as circumstances change the focus of the program will lurch from one particular need (or language) to another. Without consistency and continuity, programs will be at best second-rate.

- the desired response to the particular language need identified will almost inevitably come too late, since the establishment of educational programs is both time-consuming and costly. Dr Stephen FitzGerald recently remarked that Australia may already have "missed the boat" with regard to the need for Japanese, and should ensure that a similar situation does not occur with other important languages in the future.

- languages will be seen solely in a service role and not as part of the general educational process. This will further diminish their status in the academic hierarchy, make it difficult to recruit good staff, and deter good students. Exclusive stress on a narrow service role is ultimately self-defeating. The fate of many Language Centres in the U.K. over the past 20 years tends to confirm this analysis.

A submission from the Modern Language Teachers' Association of Victoria noted that "economic necessity has produced an unseemly scramble for the provision of languages perceived as prestigious at present" and added that "tertiary institutions ought to provide high-quality intellectual input".

The need for offerings in languages to have a strong intellectual and cultural base in higher education is highlighted by the often unacknowledged dependence that a whole range of academic disciplines has on the language of a particular society or region. Languages other than English provide essential underpinning for studies in such areas as history, politics, sociology, and the arts. Without the appropriate languages and the cultural understanding that these languages mediate, studies in these disciplines tend to remain shallow and certainly anglocentric in critical orientation. Moreover, even when the study is not specifically dependent on knowledge of a particular language and culture, knowledge of the language allows wider access to written material and to foreign scholars, thus making possible a multiplication of perspectives and traditions of scholarship.

2. NEEDS IN BUSINESS, FINANCE AND INDUSTRY

This survey of the language needs of business, finance and industry focuses largely on the export of goods and services, principally because this is an area of weakness in the Australian economy and hence a continuing concern of government. Language competence is, however, also of considerable importance to business, finance and industry *within* Australia. This importance is often unrecognised, with the result that opportunities for economic development are missed. Some remarks are made on this matter towards the end of the survey (2.2).

2.1 *LANGUAGE NEEDS IN EXPORTING*

2.1.1 *Export performance and language competence*

A great deal of information already exists on the critical link between export performance and language competence. The findings of a study by Hagen entitled *Languages in British Business* (1988) are largely replicated in Australian studies conducted by Stanley, Ingram and Chittick, *International Trade and Linguistic Competence* (1990) and by Valverde, *Language for Export* (1990). Evidence of a similar nature is to be found in a U.S. study by Fixman (1989) and by studies from Germany and Japan. The language policies of the firms receiving Australian export awards confirm this link. The Hughes Report on *Australian Exports* (1989) is unequivocal: "Australian negotiators must speak the language of the country with whom they are dealing" (p.21).

2.1.2 "*English is enough*"

In contrast to the situation in some other English speaking countries like the United Kingdom, where there is at present a high and growing consciousness of the need for knowledge of the language and culture of the target export country, most Australian companies have little apparent awareness of the language element in export success. This seems to be true of all but a few small and middle-sized companies that have used knowledge of a foreign language and culture to establish themselves in a profitable "niche". Many of the others are prepared to deal only with countries and firms where English is spoken. Managers insist that English is perfectly adequate for all their transactions and fail to recognise the opportunities that they have to penetrate the growing number of important non-anglophone markets. Practical (and often bitter) experience seems the only telling means of convincing such companies that the English language is not sufficient. As the Green Paper on literacy and language states: "We have 'got by' in the past with English, but in a more sophisticated and competitive global market place and with the shift in the nature of our trading partners, this is no longer adequate" (*The Language of Australia* 1990, p.9)

At least part of the problem is narrowness of horizons. Monolingual managers tend to be blinkered by their narrow linguistic and cultural vision and fail to appreciate how much more effective they could be with knowledge of another language and its culture. Many of them are typical products of an educational system which for some decades has been staunchly monolingual and which has rarely given more than lip-service to multiculturalism. Never having experienced the enriching and liberating (and often financially profitable) experience of contact with another language and another culture, these managers are frequently only dimly aware of what they have missed. In many cases there is a temptation to compensate for this lack through studied indifference, unwillingness to explore beyond their restrictions, and, in the worst scenario, derision of foreign languages and cultures.

There is, moreover, considerable evidence that business people with little or no exposure to foreign languages feel threatened both by those who have such exposure and by foreign cultures themselves. The Hughes Report notes: "For some firms exports were a challenge; for others a fearful land in which Australian firms felt constantly threatened." (*Australian Exports* 1989, p.2). This may well account for many of the findings of the Hughes Report and also for the findings of a recent survey of Australia's management skills, education and training. The survey, conducted by the Australian Graduate School of Management of the University of New South Wales, states that "the area of Exporting/International Business is seen as particularly weak" (NBEET 1990a, p.7). It goes on to note that this area is considered important by only 9% of businesses surveyed, since it is seen as not directly related to the "competitive success of their organisation" (p.29). The report concludes that State and Federal Government export consciousness-raising programs are making little headway and that "there is a degree of urgency to identifying the problems"(p.32). One of the problems to be tackled is clearly the monolingual and monocultural perspectives of so many of Australia's managers.

Even when they are aware of the link between language and exporting, many managers do not see the point of cultivating language competence in their company when they have a multilingual workforce to call upon. Most companies use the language abilities of their workers at some time, and some do so as a standard procedure, almost always without payment or recognition. This unprofessional and inequitable situation seems nevertheless to be generally accepted and tends to be called into question only when trouble arises. Such a difficulty arose early in 1990 in one organisation when a Vietnamese worker was called in to interpret for executives who were receiving a delegation from Vietnam. The executives were disconcerted to find that after a short time voices were raised and insults were being traded across the table between the Vietnamese worker and the delegation. Assumed language fluency had not taken account of cultural (political) differences. The encounter almost degenerated into an international incident and it was necessary for officials in Canberra to be contacted to mollify the delegation. Such incidents highlight both the need that Australian business and industry have of foreign language competence (despite their frequent disclaimers) and their lack of professionalism in obtaining it.

2.1.3 *Increasing awareness of language needs*

Despite the poor export performance and widespread lack of interest of most Australian companies, there is mounting evidence that the global realities of trading competitiveness as emphasised in the Hughes Report are slowly being recognised by an increasing number of companies and government agencies. Changes in the structure of the Australian economy in recent times involving reforms to industry, deregulation, and pressures to reduce tariffs have increased awareness of Australia's position as part of an extremely competitive world market. This awareness is most noticeable in certain government departments and in some of Australia's bigger companies.

Almost all the managers of large Australian export companies interviewed by the Chair of the Review displayed some awareness of the language implications of "going global". The following are some examples.

The Chief Executive of Mount Isa Mines, one of Australia's biggest mining companies lamented the fact that he could not employ more engineering graduates with a knowledge of German or Japanese. While stating that it is possible to do business in Japan with English alone, he stressed that "to do good business needs understanding of the culture and that means the language". He added the interesting but worrying comment that he believes "Australia is growing apart from Japan rather than closer to it". A senior member of his legal staff indicated that undertaking a joint venture with a German firm clearly requires competence in German, so that Australian managers need such competence. He stated that about 60% of his current work involves use of the German language.

The General Manager, Human Resources, of BHP expressed the general concern felt by the company's executive staff at the way in which negotiations for the sale of the company's products are conducted in Japan. The language of negotiation is Japanese and the company is obliged to hire local interpreters. When negotiations become difficult there is some anxiety that adequate control of the proceedings has been lost through the interpreting process and through the inability to understand what is being said on the other side of the table. Moreover, there is the ever-present concern that at crucial stages the hired interpreter may be promoting the Japanese cause rather than serving the Australian company. BHP is currently exploring ways to remedy this situation. These include changes to its recruitment policies to give somewhat greater emphasis to language competence among its Australian employees in both Asian and European languages. Its Manager, Business Development, recently stated : "There will always be a demand for graduates with qualifications in European languages, particularly German since the recent reunification of that country."

The Review was presented with many similar examples of negotiators being placed at a disadvantage because of lack of language competence and consequent dependence on foreign interpreters. As Mr. Paul Barratt, Special Adviser to the Department of Foreign Affairs and Trade, said recently:

> I would argue that it is not only discourteous but that it is fundamentally important to the conduct of any sensible business negotiation that the Australian company have direct control of the language resources which are required for its task (Barratt 1990, p.2).

Brambles, a major Australian company with extensive interests in Europe, had, until several years ago, conducted its operations from the United Kingdom. Recognising the importance of local cultural and linguistic knowledge, it moved its operations to Continental Europe and currently employs European managers. The Chief Executive places particular stress on "walking the dirt", i.e. maintaining contact with the workers, so that he may have a clear idea of what is actually happening in the workplace. For this to be possible, knowledge of the local language and culture is essential. There is recognition of the fact that in the future it will be necessary for all top managers to have at least one language other than English. This is a view that is also held widely by the senior management of many U.S. based companies (Fixman 1989, p.17).

The perceived importance of languages for overseas business appears to be particularly strong among the executives of Australia's leading banks. One Westpac executive interviewed indicated that in his bank there is currently a particular need for French because of the recent take-over of a French bank. Data on the language competence of staff have been kept for some twenty years but are now being updated because of the growing need for many languages other than English. Nowadays it is necessary to have had overseas experience to reach the highest levels in the bank and this means having competence in a language other than English. It is significant that the main Australian banks are now well represented in the European Community.

The above examples indicate that, despite widespread indifference to an export orientation in general and to the importance of language competence in particular, there is growing recognition at least among a number of Australia's leading companies and financial institutions that this situation must be remedied if Australia is to prosper or even maintain its position in the changing world of the late 20th century. Many of the most farsighted and enlightened of Australian managers, while aware that the situation must change, hesitate about how to tackle the problem. Their choices seem to be: fostering the language competence (often unused) that they already have in their work-force and professionalising it; calling on the services of outside interpreting and translation agencies either in Australia or abroad; or recruiting staff specifically for their language competence. A most perceptive discussion of these issues is to be found in the paper by Mr. Paul Barratt, which is reproduced as Appendix 10.

2.1.4 *The perceived dollar value of language competence*

A senior manager in Telecom specifically drew attention to the great disparity between the obvious need of foreign languages in his organisation, which has contracts in many countries of the world, and the policies in place. Very few high level staff have any real understanding of foreign languages or foreign customs, and language proficiency plays virtually no role in either recruitment of new staff or promotion of present employees. There is no structured financial incentive whatever for employees to acquire or maintain competence in a language other than English, their only "reward" being that they may have an advantage in selection for a specific job where their language is seen as highly desirable.

This situation appears to apply quite generally in the private sector. Valverde (1990) found that 98% of the biggest export companies she surveyed paid no allowance to bilingual employees even when the second language capacity was used for the benefit of the company.

The U.S. study of Fixman (1989) had similar findings. Although in many cases there was a willingness to pay for a limited amount of foreign language instruction in case of specific need, few U.S. companies requested information on foreign language skills on their employment application forms. Moreover, performance reviews of employees in no instance involved the question of foreign language skills. The general view among employees was, understandably, that language competence played little part in career advancement.

The study by Stanley, Ingram and Chittick (1990) confirms that this situation is largely replicated in Australia. Part of the reason seems to be that there is a widespread belief in Australian industry that language competence, if not readily available, is a commodity than can be cheaply bought as an end product on an *ad hoc* basis. It is rarely seen as a corporate asset that needs to be fostered, maintained and recognised as a valuable part of the corporate culture.

There is thus frequently a wide disparity between general statements about the importance of foreign language competence and specific corporate policies. The most that can be said is that language competence is considered a "bonus", something of a windfall, but only infrequently is it actively sought, promoted or rewarded. The general consensus that languages will play a role of increasing importance in the future finds little echo in the current policy of most companies.

2.1.5 *The need for cultural sensitivity*

One of the comments frequently made by executives interviewed, especially in relation to Asia and the Middle East, was the importance, for staff coming into contact with clients, to have some cultural knowledge and appreciation of the society involved, even if there was little familiarity with the language. Companies are, it appears, not infrequently embarrassed by the insensitivity of some of their employees when they make contact with an alien culture. In a recent survey, Singapore businessmen described their Australian counterparts as smug, self-satisfied, brash, unreliable, crude, arrogant, untrustworthy, unresponsive to change, lacking marketing skills and sloppy in presentation (Haig 1990, pp.2-3). A former Australian ambassador to Thailand reports being extremely irritated by the large number of Australian businessmen arriving in Bangkok and proving quite incapable of understanding that there are other ways of speaking, thinking and doing business than the way to which they are accustomed. This ambassador's efforts to communicate some aspects of the Thai perspective even provoked on two occasions the suggestion that he was acting as the Thai ambassador to visiting Australians rather than the Australian ambassador to Thailand. With such attitudes it is no wonder that there has been difficulty in generating interest among Australian companies to tender for Japanese government contracts (Asian Studies Council 1989b, p.30).

Mr. John Tinney, Manager National Operations, Austrade, believes that:

> Perhaps the single most important need is to encourage a multicultural mindset in the company, an environment in which the employee's prospects are positively enhanced by his or her understanding of non-English-speaking cultures (Tinney 1990, p.3).

One of the most encouraging recent initiatives to promote this "multicultural mindset" is the establishment in Melbourne of the Monash-ANZ Centre for International Briefing Pty. Ltd. The ANZ Bank is providing $1 million over five years to fund the Centre, which has as its primary purpose to equip intending expatriates with the personal skills and understanding necessary for a satisfying and productive period overseas. The objectives of the courses offered by the Centre are:

- to foster participants' understanding of the current socio-cultural, political and economic conditions in given countries;

- to enhance participants' general communication abilities and to develop their cross-cultural communication strategies;
- to increase participants' abilities to transfer skills and knowledge across cultures.

Courses conducted in 1990 related to Indonesia, Malaysia, Taiwan, Korea, Hong Kong, Europe 1992 and the European Eastern Bloc. In 1991 courses are planned on Japan, India, Laos/Cambodia/Vietnam, North America, PNG/Pacific, the Middle-East, China, the European Community, Indonesia/Asean and Eastern Europe. Further details on the Centre are listed in Appendix 11. It may well be that a number of such centres could produce a network similar to the imaginative system of Language Export Centres currently operating in the United Kingdom (Staddon (forthcoming)).

2.1.6 *Perceived intellectual and cultural benefits of language training*

Another common remark was that language study is prized not so much for its utilitarian value but for the intellectual and cultural training it provides. For many business leaders, languages, despite decades of neglect in our educational systems, still appear to hold their traditional place in a good general education. Mr. Jim Wilson, National Adviser to the Asian Studies Council, recently stated:

> The twenty-first century will require high levels of cultural literacy both of one's own culture and of others. This will not be a requirement for some small elite, but for a very large section of the Australian workforce. [...] Cultural literacy at a high level will provide both stability and flexibility (Wilson 1990, p.6).

He is convinced that this broad cultural literacy is best achieved through study of another language and its culture. The implications of this for the Australian educational system are obvious.

2.1.7 *Language and Future Needs*

All the information to which the Review has had access confirms that, in the area of business, finance and industry, there is an increasing need for employees to have greater cross-cultural understanding and language competence. We have seen that recognition of this fact often lags behind its reality but that there are sufficient high profile enterprises beginning to introduce or contemplate appropriate policies to justify a certain glimmer of optimism about Australia's exporting future.

Because of past neglect, most concern is expressed about Australia's inadequacies in the area of Asian languages and cultures. However, the importance of languages from other parts of the world, notably Europe, is also recognised. As the Minister for Trade Negotiations, Dr. Neal Blewett, said several months ago: "There are great opportunities for Australia [in Europe]. Our disappointment has been that our business people are not seizing upon them." (2CN Radio October 4, 1990). Stanley, Ingram and Chittick found that the nine languages viewed by exporters as most in demand include Spanish, German and French (Stanley et al. 1990, pp.97-98).

Recognition that "language is good business" is bound to increase as the relative dominance of the U.S. economy is progressively challenged by a united and probably expanded European Community and by the growth of economies in Asia and Eastern Europe. J. Beneke stated some years ago that: "there is a growing awareness that the role of English as an international language has reached its peak" (Beneke et al. 1981, p.39), and the recent growth in "linguistic nationalism" suggests that he may not have been far from the truth. For some years a strong sense of cultural identity has been developing in many parts of Latin America with the result that the use of English in trade and other contacts is often resisted. Especially since early in 1990 Germans have begun quite conspicuously to assert the status of their language by insisting that it be used in many circumstances where English would have previously been normal. The Japanese are currently spending a great deal of money on spreading knowledge of their language in various parts of the world, especially in South-East Asia. Recently the present Thai Minister for Technology issued a document entitled *Ten Commandments for Working with the Thai People.* It asserts the status and independence of Thai culture and, significantly, lists as the 7th commandment "you do have to know the language" (Chaiyasan 1990, p.22).

The implications of this "linguistic nationalism" and of the wider understanding that the penetration of English is frequently not so deep as is popularly imagined are being recognised in a growing number of countries around the world. In the United Kingdom there is an unprecedented effort to improve the foreign language competence of the population in general and of professionals in particular in preparation for the competition that will result from the dropping of trade barriers in the European community at the end of 1992. British business leaders and large numbers in the professions are flocking to educational institutions to acquire at least minimal proficiency in the key languages of the Continent. They are beginning to take seriously the now widely quoted statement of a recent German Minister for Economics: "If you wish to buy from us, there is no need to speak German, but if you want to sell to us ..." (Goethe Institut 1988, p.37) and also such comments as the following:

> There are a number of erroneous beliefs which businessmen entertain to rationalise their view that language skills are an irrelevance. The most pervasive and the most nefarious is the belief that all Germans speak English anyway. The first answer to that is that they do not. Below middle management level, knowledge of English, even amongst the young, is about as good as the average Englishman's grasp of French. You will find that purchasing departments in German

> companies are populated with virtual monoglots who have already got five quotes, and don't see why they should sweat over a dictionary in order to understand the sixth one which has been written in English (Bungay 1985).
>
> Germans, regardless of their knowledge or proficiency of English [....] prefer to speak German and insist on it in any business negotiations. They don't believe that they should be disadvantaged by dealing in English (McCasker 1990, p.4).

But it is not just the British who understand that "English is not enough" for successful commerce with Europe. In Canada the Department of External Affairs and International Trade has adopted a new strategy called "Going Global", with the aim of generating long-term economic growth and prosperity. A primary objective of the strategy, which contains a "Europe 1992" component, is to upgrade Canadian skills in culture and languages. In Spain there are second thoughts about the almost exclusive orientation of language teaching in recent years to English. Likewise, in both Sweden and Holland Professor Leal found that there is considerable concern that their countries are suffering economically and in other significant ways from a long period of relative neglect of French and German in favour of English. There are also reports of similar changes in perspective occurring in Germany.

The implications of these developments for a traditionally anglophone country like Australia are obvious. Monolingualism in management is a defect that we can no longer tolerate. The Asian Studies Council was informed in 1989 that an estimated 136,000 new employees with Asia-related skills would be required by Australian industry over the next five years. If Australia wishes to compete in Europe, soon to become the biggest and perhaps the most dynamic trading bloc in the world, then also in that part of the world there will be increasing language needs to satisfy. In short, language training is an immediate economic necessity.

2.2 *NEEDS WITHIN THE AUSTRALIAN COMMUNITY*

Reference has already been made to the unprofessional and sometimes disastrous way in which individuals from Australia's multilingual workforce are used for *ad hoc* tasks of interpreting and translating. There appears to be developing a gradual realisation, largely thanks to bitter experience and to publications like *Multicultural Marketing News*, that treating the multilingual population in a more professional fashion will not bring just greater equity but also economic benefit.

The major banks have been at the forefront of using language competence to increase their business. Westpac, for example, has a large and effective Migrant Liaison Officer network in New South Wales and Victoria. Like many other banks, the National Australia Bank employs bilingual and multilingual staff in appropriate branches. The Haymarket Branch near Sydney's Chinatown, for example, has 9 Chinese in a staff of 13. They find that 65%-70% of their business is transacted in either Mandarin or Cantonese. This helps to explain why the National Australia Bank has in recent times appointed a promotions manager for each of the Chinese, Vietnamese, Arabic speaking, Yugoslav and Korean communities. It has found that "language is good business".

One specific area in which the banks have been able to provide financial services has been business migration. Such migrants invest in Australia an average of $2 million, with some of the wealthier ones investing up to $20 million. For such people transacting business in their native language is highly desired. Moreover, the knowledge they bring of their home country and the contacts they often maintain there frequently stimulate export industries that otherwise would never have got off the ground. Such links can also serve to promote tourism to Australia.

To date very few businesses have sought to tap the considerable "ethnic" market in Australia. Given that a language other than English is spoken in more than 20% of homes in both Sydney and Melbourne, there are vast numbers of Australians ready to respond to marketing in their own language. This fact is recognised by most political parties at election time, but business enterprises, in their advertising, have been slow to recognise this potential market. Phillip Adams is reported to have remarked in 1988: "After 32 years of television, advertisements have yet to acknowledge the presence in our community of anyone other than the Australian Geoffrey Blainey writes about" (*Multicultural Marketing News* 11/88, p.4).

It is clear that awareness of the language needs of business, finance and industry within Australia will grow in the foreseeable future, especially with the extension of ethnic radio. Higher education will undoubtedly have an important part to play in the necessary process of the extension and deepening of the community's language competence.

3. NEEDS IN TOURISM

3.1 *CURRENT IMPORTANCE; FUTURE GROWTH*

In recent years tourism has emerged as one of the most dynamic growth areas in the Australian economy. Over the past decade there has been a threefold increase in the number of international visitors to Australia and in 1988-89 tourism overtook wool as the country's biggest money earner. Because of the close relationship between tourism and general world economic conditions, projections of the number of tourists likely to come to Australia vary considerably. The Bureau of Tourism Research forecasts that there will be 5,000,000 in the year 2000, more than double the 1989 figure, while the target of the Australian Tourism Commission is as high as 6,500,000. Other predictions, such as that by Garnaut for North-East Asia, go much higher. Approximately 65% of tourists are expected to come from countries where English is not normally spoken.

Recent events in Eastern Europe lead some in the tourist industry to predict a sharp rise in tourism to and from this part of the world in the mid 1990s. This prediction appears largely to be based on econometric studies carried out by the Bureau of Industry Economics and the Bureau of Transport and Communications Economics. These found that the main reasons for travel to Australia are the level of disposable income and the presence of migrant relatives in Australia. One leading tourist executive also predicts a rise in the numbers arriving from Western Europe during the same period, as tourists turn their attention from a newly discovered Eastern Europe to more exotic destinations. Italy, France, Germany and Scandinavia are seen by the Australian Tourist Commission as strong growth markets in the 1990s. There is some evidence that tourists from Europe, perhaps especially from Italy and Germany tend to stay longer than others and to spend more.

3.2 *THE IMPORTANCE OF LANGUAGE COMPETENCE*

Leaders in the tourism industry are unanimous in stressing the particular importance of languages in their work. Garnaut's statement: "Trade in travel-oriented services brings societies into more intimate contact with each other than does trade in goods" (Garnaut 1989, p.245) is illustrated by the estimate that in a typical six day visit to Australia a Japanese tourist will come into contact with 200 Australians. Tourism is, perhaps more than any other industry, person-centred and labour intensive with a considerable need for language competence. The necessity for language competence is startlingly revealed by the fact that in the two year period 1988-1989 no fewer than 17,000 Japanese nationals were recruited for the needs of tourism. It is estimated that of these about 10,000 are working in Australia at any one time. A survey conducted in November 1989 indicated that 80% of Japanese tourists would prefer to be in contact with Australians who are familiar with their own country, people and customs, but who also have the ability to speak and understand Japanese. It is reasonable to assume that at least the same percentage of tourists from other countries have a similar preference.

The General Manager, Research and Development, of the Australian Tourism Association, Mr. Geoff Buckley, recently listed these disadvantages in relying on importing foreign workers to handle tourism growth:

- detracts from the *quality* of the Australian tourist product offered to visitors, as many foreign nationals know little, if anything, about Australia and lack basic tourism skills;

- runs completely counter to the confirmed *market preference* of international visitors to interact with Australians;

- prevents the industry, for reasons outside its control, from maximising employment and career opportunities for Australians, especially young people;

- threatens community support for not only expansion of Asian tourism, but closer Australia-Asia links generally, especially if unemployment is rising among Australians.

The Chief Executive of Tourism Training Australia, Ms. Anne Rein, drew attention to further advantages to the tourist industry of language competence. First, bilateral airline negotiations between governments are facilitated and consequently more likely to succeed. Second, tour wholesalers overseas are much more likely to include Australia in their tour packages if negotiations are conducted in their language.

3.3 *PARTICULAR LANGUAGE NEEDS*

The particular language needs of the tourism industry, described by one experienced consultant as the "single most important generator of demand for language-skilled people in Australia", cover a wide spectrum. The key languages for inbound tourism in the foreseeable future are seen as Japanese, German, Spanish, Italian, French, Chinese dialects (Taiwan) and Korean. Others are inclined to add to this list Russian, Portuguese and Scandinavian languages (source: Tour Hosts Pty. Ltd). The greatest current need, as the figures above indicate, is for Japanese: at times Qantas is obliged to fly to Japan without any cabin crew member having adequate Japanese. There is, however, general agreement that competence in a variety of languages in the community should be developed, and, where present, maintained and enhanced. The Australian Tourism Industry Association, for example believes that Australia's multicultural population has an important role to play in the development of our international tourism industry but would be concerned if there was not an accompanying major effort to provide education/training opportunities to Australians from all backgrounds. In 1989 Qantas employed several hundred language speakers in many of the 50 or so languages of commercial importance to it. It would like to have recruited more, but language competent individuals were not available.

3.4 *ATTITUDES TO LANGUAGE TRAINING*

Given the unanimous view of tourism industry leaders that language competence is a pressing need for the present and even more so for the future, it is surprising to learn that the industry in general accords language training only a medium priority in the development of its infrastructure. Only those companies that specifically target overseas markets rate it highly and are prepared to devote some resources to it. As in the case of export trade, there is a large gap between rhetoric and action. Qantas, especially under the leadership of Mr. John Menadue, has long been regarded as a leader in the development of language skills for the tourism market. In February 1989 Qantas announced that it was investing $6,000,000 over three years in a major program to boost Asian language skills in its workforce and in the wider community, a move hailed by both government and peak employer organisations as a model for all Australian employers. The lead shown by Qantas has not been followed by others in the industry, although a few hotel chains are known to have made some investment in language. Moreover, during 1990, because of a sharp fall in profits, the Qantas program has been drastically reduced. Several managers suggested that part of the 1% training levy imposed by the government on industry could well be spent on language training. The Inbound Tourism Organisation of Australia has recently made representations along these lines.

It seems clear that the tourism industry, despite its desperate need, is still largely reliant on government and the educational system to provide it with language competent individuals. There is a reluctance to pay graduate salaries to the numerous "front line staff" in contact with tourists, especially as a company like Qantas normally employs only one university graduate for every 40 non-graduates. Consequently, the industry tends to took to secondary education, TAFE and institutions like the Institute of Languages at the University of New South Wales to provide at least the basic skills required. However, very few of the TAFE tourism or hospitality courses available contain a language element, so that only cultural sensitisation and technical hospitality skills tend to be provided. Hence the industry is anxious that language training be spread widely through the educational system at primary as well as at secondary levels. It has been suggested within the industry that language study should be gradually introduced as a prerequisite for tertiary courses in tourism and hospitality. Such a suggestion, which would stimulate demand at the secondary level and have obvious implications for teacher education, has the support of the Review Panel. In the meantime it may well be necessary for the tourism industry itself to conduct or commission its own language training.

It is, however, clear that the increasing needs of the tourism industry for language competence will sooner or later oblige it to value this skill more highly than it does at present and to remunerate it accordingly. Until such professionalisation of language competence occurs, it is clear that demand will continue to outstrip supply.

There appears to be some understanding of this within certain sectors of the tourism industry. For example, there has recently been recognition that "skill levels (especially, but not only languages) required for many critical jobs in tourism are considerably higher than is generally recognised - and therefore require greater investment and longer lead times for training, not just short "emergency" courses" (ATIA 1990, p.4). This has led to a proposal from the Australian Tourism Industry Association that a language/culture skills labour force plan be developed in collaboration with the Australian Government and the ACTU. The purpose of this plan is to maximise the benefits for Australia of international tourism growth, particularly from Asian, European and other markets where English is not the first language. Such initiatives as these need to be closely monitored in view of the implications they have for higher education. At the most general level, language study is seen by the tourist industry as an important step in improving community attitudes towards tourists.

4. POLITICAL AND STRATEGIC NEEDS

4.1 *LANGUAGES AND AUSTRALIA'S REGIONAL AND GLOBAL ASPIRATIONS*

The Garnaut report paints Australia as a "fearful, defensive" country during the first seven decades of nationhood. "Australia built walls to protect itself against the challenge of the outside world and found that it had protected itself against the recognition and utilisation of opportunity." (Garnaut 1989, p.1). Garnaut's generalisation refers specifically to economic matters, but it is clear that at least during the past few decades linguistic isolationism (despite a multilingual migrant population of great variety) has been a feature of Australian political and social life. The ambitions of Prime Ministers from Menzies to Whitlam and from Fraser to Hawke to achieve greater geo-political status for their country were not accompanied by a broadening of horizons in the area of language competence. After all, was not the American protective umbrella under which these ambitions were developed one in which the English language was predominantly, if not exclusively used? Why should Australia's diplomats and negotiators in other fields bother to learn languages when politically, strategically and economically English remained dominant?

Such monolingual attitudes over such a long period have left Australia ill prepared linguistically to pursue its regional and global ambitions and obligations. Few of its overseas representatives are proficient in the language of the country where they work, with the result that effective performance of their duties suffers. In a recent document supplied to the Review entitled *Language Training Policy and Practices,* the Department of Foreign Affairs and Trade listed the following advantages of adequate language training:

- representatives are better able to communicate and to influence decisions;
- they can understand more reliably and more quickly the cultural and psychological environment in which they are working;

- they can respond readily and independently to emergency situations, whether at work or at home;

- in sensitive posts, the security of the mission's operations is enhanced by reducing dependence on locally engaged staff;

- the need for representatives to depend on interpreters - with obvious problems where confidential discussions are involved - is reduced and some capacity provided for interpreting for important meetings;

- the professional credibility and acceptability of officers is enhanced in the eyes of the host authorities. (DFAT 1990, p.1)

Small wonder, then, that there is within the Department considerable concern to rectify the monolingualism that is currently so widespread.

4.2 *PAST ATTITUDES*

An informative perspective on past attitudes can be gained from a glimpse of the history of the Australian Government's only full-time language training facility: the R.A.A.F. School of Languages at Point Cook. Language training at the School has invariably been introduced only in response to immediate military need. Established at Sydney University in 1944 as a result of the need to provide personnel to interrogate Japanese prisoners of war and translate captured documents, it moved to Point Cook in 1950, the same year that it taught its first Russian course. This was of course at a time when the politics of the Cold War were intense. The coming of the Korean war provoked the introduction of Chinese in 1951. In 1956 Indonesian was introduced largely because of the emergency in Malaya. This was followed by a Vietnamese department in 1961, a French department in 1962 because of the acquisition of Mirage planes, and then a Thai department in 1965 under the influence of current and projected fallout from the Vietnam war. In 1989 Khmer was introduced because of problems in Cambodia.

These details give some idea of the *ad hoc* nature of the Government's response to the language needs of defence since the Second World War. It is not surprising, therefore, that in 1987 a highly placed member of the defence forces stated that past attempts to solve problems associated with the training and deployment of linguists had failed because there was no language policy for the Australian Defence Forces. One can only assume that the language needs of other government departments and agencies that relied on Point Cook were even less adequately served. The School itself recognises that it has always been difficult to provide appropriate and timely training for overseas embassy staff and military instructional staff. This was doubtless one of the main reasons why in October 1984 the Senate Standing Committee on Education and the Arts recommended that "the possibilities for increased co-operation and co-ordination [among Government Departments] should be investigated, possibly by an inter-departmental Committee which would include representatives of the Department of Foreign Affairs, Defence, Immigration and Ethnic Affairs and Trade" (Senate Standing Committee on Education and the Arts 1984, p.132).

In the past three or four years it is clear that the two government departments most concerned with Australia's political and strategic needs, *viz.*

the Department of Defence and the Department of Foreign Affairs and Trade, have both moved toward policies designed to remedy a manifestly unsatisfactory situation.

4.3 *POLICY IN THE DEPARTMENT OF DEFENCE*

The Department of Defence is planning a more professional operation when it moves the School of Languages to Canberra, possibly during the next three or four years. Although it will probably continue to be managed by the RAAF, the School will become a joint institution and be renamed the Defence Language School. It is anticipated that the requirements of other federal government departments, at present imperfectly satisfied, will increase, particularly with the changed location. These increased requirements will be taken into account when the new language school is being planned. Under the new conditions other government departments will be charged for the instruction, which at present is provided virtually without cost.

Several aspects of the current planning of the Department of Defence are of particular interest to higher education.

The Department currently believes that its language needs cannot be satisfied by "civilian training institutions". Although a small number of students of the Australian Defence Academy in Canberra follow language courses at the Australian National University and the University of Canberra, the intensive nature of the Point Cook courses is not replicated elsewhere in Australia except to a limited extent by the Institute of Languages at the University of New South Wales and by the University of Canberra. This is perhaps not surprising when one remembers that the student: staff ratio at Point Cook is 3:1.

Despite this, in February 1990 the Department sent a letter to tertiary institutions in Australia calling for expressions of interest in undertaking the language training at present conducted at Point Cook. It is understood that the response to this invitation has been somewhat disappointing and that no decision on this matter has yet been taken. "Civilianisation" is not favoured by a number of senior officers. The Review was told that the process was tried in the United Kingdom without success. The principal problems were: the courses were not sufficiently intensive; the courses failed to cater for differences in educational background; the courses had insufficient military content and tended rather to reflect the interests of lecturers; in a tertiary institution learners tended to be targeted by hostile intelligence sources. In the meantime the Department is seeking to identify, record and maintain the language competence of its current employees (including Reservists) and to ensure that they remain in the service by remunerating them adequately.

It is of interest to tertiary institutions that the Department is looking forward to the results of what it sees as "the Government's recent interest in fostering foreign language training" more widely in the community. It anticipates that if more language graduates are produced "it will be possible to run special short courses to improve the speaking skills of graduates with a good grasp of the other language skills." On the other hand it may well be that, with the progressive introduction of special purpose and intensive language courses in universities and associated institutes of languages, the Department of Defence may in future find certain of its needs met satisfactorily while its prospective employees are still studying. In any case, it is quite clear that in company with many other sections of society, the Department of Defence is hoping to benefit from a generalised increase in language learning at educational institutions.

4.4 *POLICY IN THE DEPARTMENT OF FOREIGN AFFAIRS AND TRADE*

Certain policy changes in the Department of Foreign Affairs and Trade indicate that considerable efforts are being made to remedy in its overseas postings the lack of language competence that has attracted widespread criticism. In the document *Language Training Policy and Practices* one reads the following statement of policy:

> Australia is located among countries with widely different cultures, social systems and languages far removed from its own cultural and language roots. To understand those countries, their social, economic and political systems and to be effective in understanding and influencing them - to support us or to buy from us - a sufficient understanding of their languages is critical.
>
> To Australia, therefore, language training is of vital importance for representatives overseas and for staff in Australia dealing with overseas visitors. (DFAT 1990, p.1)

This statement is given some force by recent changes in recruitment policy, which now accords priority to graduates with established language skills. 10 out of 21 graduate recruits in 1989 possessed skills in one or more languages, while the figure for 1990 was 28 out of 30. Employees of the Department have noted that this significant change of orientation has been phased in over the past two or three years. However, some recent advertisements for senior positions in the Department suggest that the change is by no means complete, since they make no mention of language competence.

Another current policy emphasis of the Department is to recruit a number of graduates with a non-English speaking background. The reasons for this emphasis are not only to exploit the cultural and linguistic knowledge that exists in the Australian community but also to make some change to the "establishment" image of the diplomatic service. Recruitment advertisements are now being placed in major ethnic newspapers. Apart from these efforts to orient the qualifications and training of future diplomats more towards languages, there is some pressure to concentrate more on foreign language learning in the consular area of the Department's activities. It is felt that for too long routine consular contact with the public abroad has been left in the hands of locally recruited non-Australians.

In conformity with these policy initiatives the Department states that it is making a concerted effort to give language skills a high priority when determining overseas postings. "Officers with professional competence in a language can now expect more than one posting to a country where the language is in common use." (DFAT 1990, p.4)

The Department of Foreign Affairs and Trade has, in line with a 1986 review on Australian Overseas Representation and with the *National Policy on Languages,* identified 7 key languages: Arabic, Mandarin, Indonesian, Japanese, French, German and Spanish. Increased emphasis is also currently being placed on Russian and Korean.

An area of particular concern for the Department is that of proficiency assessment. This has direct implications for higher education. There is no uniform assessment measure in place for Australian university or college graduates, and the Department is itself unable to evaluate accurately the level of fluency and accuracy of the graduates who present themselves in such large numbers. Moreover, there is currently no solution envisaged for this serious problem. Under these circumstances the Department is unable to weight adequately the priority it wishes to give to language competence.

Within the Department, however, a proficiency examination has been in place since October 1985. Designated the Australian Foreign Service Language Examination (AFSLE), it is used in Canberra and overseas. Early in 1990 18 languages were being tested, with British and U.S. Foreign Service examinations being used for languages of lesser importance to Australia's overseas needs. By the end of 1990 it was expected that all necessary languages would be covered so that there would be no dependence on other countries. The AFSLE is used by all government departments with officers overseas.

Encouragement is given to officers to develop and maintain language competence through the payment of a Language Proficiency Allowance. Recipients must re-qualify every two years or within two years of a posting in a country where the particular language is in common use. At the Languages Training Unit of the Department of Foreign Affairs and Trade a data base of officers with language competence is being developed. This will be organised according to language, officer and skill level, and will be supplemented by computerised information on the language requirements for particular overseas postings.

4.5 *PERCEPTIONS BY AUSTRADE OF THE STRATEGIC USE OF LANGUAGES*

At least at some senior levels of Austrade there is considerable concern that language competence needs to be taken much more seriously if economic and political penetration is to be achieved.

The six high priority languages currently identified by Austrade are Chinese, Arabic, Japanese, Indonesian, German and French. These correspond to those listed by the Department of Foreign Affairs and Trade except for the exclusion of Spanish. Since it is recognised that the learning of foreign languages, especially such languages as Chinese, Arabic and Japanese, is a lengthy and costly process, Austrade is considering a number of measures designed to create within its ranks a pool of officers fluent in the high priority languages. Up to now language training has been on an *ad hoc* basis, usually only when an officer or post requested it, and with little thought to cost effectiveness. The measures proposed are that:

- language training and aptitude be set as a selection criterion in recruitment for careers in international marketing;

- language proficiency be a criterion for appointment to relevant overseas posts;

- a career development structure be established to recognise and reward the personal and organisational investment that has been put into the acquisition of priority language skills;

- proficiency allowances be paid based on language proficiency examination results. (Early in 1990 only fourteen officers in overseas posts and four Canberra based officers had claimed language proficiency allowances).

- Austrade's personnel records include data on language proficiency for all staff.
  (Austrade 1990, p.2)

Of particular interest to institutions of higher education is the order of preferred options based on cost effectiveness:

1. RAAF School of Languages
2. Language Training Unit of DFAT
3. University and CAE general courses
4. Overseas full-time and part-time courses
5. University and CAE specially tailored courses

Given the fact that costs for 1. and 2. are at present minimal, (unless individual tuition is necessary) it is perhaps not surprising that they should appear at the top of the list. However, there is also a perception in Austrade that courses at universities and colleges have a clearly "academic bias" which makes them generally not so suitable for government officers as the first two. Personally tailored courses at the Institute of Languages of the University of New South Wales are recognised as highly successful but considered inordinately expensive, given that only 2% of the Austrade budget is spent on language training.

As with the Department of Foreign Affairs and Trade, Austrade recognises the importance of utilising the language competence in Australia's population but appears to have no specific strategy to profit from it.

5. EQUITY AND ACCESS NEEDS

A nation which depends upon migration for its economic development bears towards its migrants the responsibility of ensuring that they enjoy the same conditions of life as do its other citizens (Horvath 1988). To identify and meet the specific needs of non-English speakers is therefore a question of social justice.

Social justice means full participation in the democratic process of policy formulation and decision making, as well as full access to the main institutions of Australian society. The *National Policy on Languages* clearly states that:

> It is precisely because of Australia's tradition of commitment to opportunity for all its citizens that it is a national objective to ensure that the bases of inequality which exist are challenged and that genuine attempts are made to eradicate inequalities (Lo Bianco 1987, p.60).

The problems caused by English language barriers are still widespread. They are not likely to decrease in the near future, with new migrants entering Australia and older migrants reverting to first language preference during the ageing process. In the 1986 Census, 370,000 Australians of non-English speaking background stated that they were unable to speak English well or at all, and these figures considerably underestimate the problem. On the one hand, sociological research has shown that even in anonymous questionnaires people are reluctant to admit to negative self-evaluation; on the other, even when a migrant's English is quite good for everyday life, it is often inadequate to perform competently in demanding or stressful situations such as courts, classrooms or hospitals.

It is generally acknowledged that efforts to overcome language barriers should first be directed to guaranteeing access to adequate English for all Australians (Lo Bianco 1987, pp.78-104). However, for a variety of factors that cannot be analysed here, it is not always possible to reach everybody. Consequently, equity and access principles require that other services be put in place. Ideally these would involve the provision of bicultural and bilingual personnel in all institutions that deal with non-English speakers. Failing this, there should be competent interpreters and translators when required, together with the general sensitisation of English monolingual personnel. All these services have direct implications for higher education.

In practice, interpreters and translators still play the largest role in overcoming some of the language barriers. In recent times, however, with the growing conviction that the direct approach by bicultural and bilingual interlocutors is far more efficient in reaching the public than the mediation of third parties, at least some attempts are being made to widen the cultural and linguistic base of the professional personnel. As noted above (2.2), this is particularly evident in the policies of the major banks. In higher education a notable example of innovative practice is the establishment of the Centre for Community Languages in the Professions at Monash University.

The diversity of services required is highlighted by the particular needs of specific situations. For example, in courts, where proceedings must be conducted in English, interpreters are needed even if lawyers and judges share the language of the person undergoing trial. On the other hand, interpreters are quite useless in classrooms, where only specially trained teachers can go some way to help students facing difficulties with English. Interpreters are also inappropriate in surgeries, where Islamic women in particular would not tolerate the presence of a third party during a medical visit dealing with health problems of an intimate nature.

The main areas in which disadvantages borne by non-English speaking citizens still need to be overcome are the law, education, health, employment, welfare and the media. In fact, despite almost two decades of publicly extolling the virtues of cultural and linguistic diversity, the rhetoric still has not been translated into adequate action. There is now a growing feeling that multiculturalism is being quietly buried, the excuse being that everybody must accept sacrifices to aid economic recovery. In the view of the Australian Advisory Council on Languages and Multicultural Education the "principle of equitable and widespread language services is currently the one least well addressed by both State and Commonwealth governments" (AACLAME 1990, p.10).

In the following paragraphs the areas of law, education and health are considered. These give a partial but probably adequate idea of language requirements in the area of social justice, and suggest the role that higher education needs to play.

5.1 *THE LAW*

As part of the *National Agenda for a Multicultural Australia* (1989), the former Deputy Prime Minister and Attorney-General, Mr Lionel Bowen, announced a package of initiatives designed to ensure that all Australians are, in fact, equal before the law. He stated that:

> [...] in terms of protecting the rights of the individual, in particular the right to equality of treatment, the legal system is critical. In societies comprised of people from different cultural and linguistic backgrounds like Australia, we must take steps to ensure that the fundamental principle of

> our legal system, equality before the law, is realised.

This statement followed directly from the 1988 Discussion Paper *Towards a National Agenda for a Multicultural Australia,* which noted that accessible and reliable interpreting is often critical to the exercise of justice, and that the provision of competent interpreters with a sound knowledge of the law and the legal system is a major means towards achieving genuine equality before the law. Following Mr Bowen's announcement, the Commonwealth Attorney-General's Department was directed to examine existing and proposed arrangements for the provision of interpreters in the Australian legal system. The following pages summarise some of the main points presented in the Draft Report entitled *Access to Interpreters in the Australian Legal System,* written by John Carroll and published in 1990.

Since the impetus for the project came from criticisms of existing arrangements, it is not surprising that the Draft Report addresses issues related to provision, use and competence of interpreters.

The provision of interpreters varies widely among different jurisdictions and across Australia:

> New South Wales, Victoria and South Australia have in place well established language organisations. In Western Australia, Tasmania and the A.C.T. there are no State or Territory provided language services. In the Northern Territory and Queensland there are limited services. The Commonwealth Telephone Interpreter Service operates in all States and Territories (Commonwealth Attorney-General's Department 1990, p.31).

The situation in those States which have well established State language service organisations is clearly superior to that in the other States and Territories. However, even in these States, the delivery of language services has serious gaps, particularly outside the metropolitan areas.

With regard to the use of interpreters, the Draft Report states:

> At common law a judicial discretion exists to control the use of interpreters. The material consideration is whether, without an interpreter, the witness (whether a party or not) is likely to be unfairly handicapped in giving evidence. In the case of a party, the question will also arise whether he or she can sufficiently understand what others are saying without the assistance of an interpreter. (Commonwealth Attorney-General's Department 1990, p.37)

Criticism of the factors involved in the exercise of judicial discretion and how the discretion is exercised in practice is widespread in the Draft Report. It is symptomatic of the attitudes of the whole legal system that considerably more weight has been given to the need to ensure that witnesses with some English do not obtain an unfair advantage than to the real risk that they may not be able to adequately understand the questions or convey the meanings they wish to express (Commonwealth Attorney-General's Department 1990, p.58).

In the case of the criminal investigation process, perhaps the most stressful of all legal situations, the Draft Report stresses that access to an interpreter should not be dependent on police standing orders but should be recognised in legislation. It also urges the Commonwealth to encourage the States to adopt uniform legislation in this matter.

In the area of interpreter competence, the Draft Report notes: "Currently a significant number of interpreters operating in the legal system is not competent." (Commonwealth Attorney-General's Department 1990, p.84). Among the reasons given for the frequently low standard of legal interpreting are inadequate remuneration, inability to obtain regular work and lack of career structure for practising interpreters. Many interpreters are unwilling to work in the legal system through lack of understanding and even fear of the legal system, particularly of the criminal investigation process. The situation is exacerbated by the failure of many lawyers, judges and police to insist on the use of qualified interpreters. This allows unqualified interpreters to gain work and to lower the standing of the profession.

The Draft Report concludes that:

> The development of a registration system for interpreters, together with the means of enforcing professional standards, is of primary importance in addressing the unavailability of competent interpreters in the legal system.
>
> In order to ensure adequate interpreting standards the interpreter should maintain and upgrade language and other skills, and maintain registration as an interpreter. There should be increased education of participants in the legal system on the most effective means of using interpreters. (Commonwealth Attorney-General's Department 1990, p.101)

Provision of competent interpreters is only one means of ensuring equality before the law for citizens of non-English speaking background. Another major means is the cultural and linguistic education of all personnel in the judiciary, the police and the legal profession itself. In fact, in a pluralistic society, access to the legal system and the fair application of the law require that the legal and para-legal professions appreciate the implications of the cultural background of their clients so as to avoid injustices through misunderstandings of a methodological or procedural nature (Certoma 1989, pp.68-70).

In August 1989, the Multiculturalism and the Law Inquiry was established by the Commonwealth Attorney-General to inquire whether Australian family law, criminal law and contract law are appropriate to a society made up of people from different cultural backgrounds. The inquiry is being conducted by the Australian Law Reform Commission.

Foster and Stockley (1988, p.137) note that "the picture of penetration of the concept of multiculturalism in the institution of the law is rather patchy". While in recent years the lower status members of the legal system, such as the police, parole officers and welfare workers, have to some extent taken advantage of opportunities for re-education in multiculturalism, the judiciary and the lawyers have been much slower and even reluctant to do so. Much of the blame for this situation can be attributed to the type of education and training that these latter professionals have received.

Tertiary courses on multiculturalism are rare both at the pre-service and in-service levels, and legal associations have not been at the forefront in developing them. According to the Ethnic Affairs Commission of New South Wales, none of the university law schools in Sydney offers cross-cultural perspectives on legal matters as part of the curriculum. Worse still is the total absence of a cross-cultural skills component within the course provided by the College of Law. Yet the members of the judiciary and the legal profession with their high status are drawn largely from the English speaking monolingual majority (Foster and Stockley 1988, p.139).

Sensitisation to multicultural issues, though highly desirable, is by itself not enough. Serious study is also needed. Leroy Certoma, a prominent lawyer who specialises in comparative law, notes that, in order to ensure that the legal system is applied equitably and fairly:

> there is a great need for further study in culture-specific areas - that is, field by field and language pair by language pair - or what may be termed, with respect to my area of concern, applied comparative law and, inseparable from it, applied language (1989, pp.69-70).

5.2 *EDUCATION*

The *National Policy on Languages,* informed by a vast bulk of international literature, clearly supports the teaching of community languages for equity reasons:

> One of the most significant contributions that schooling can make for the enhancement of the opportunities of citizens is to provide them with the fullest access to English. [...] However [...] for many Australian children, the achievement of high levels of skill in English depends on the prior or concomitant development of high levels of skill in the first language" (Lo Bianco 1987, p.60).

In the development of an individual, the relation between one's first and second language is vividly represented by Skutnabb-Kangas (1981, p.59) as two plants shooting out of the same roots. If one plant is pulled out by the roots, the other cannot grow.

During the seventies and early eighties, this was well understood by a number of influential linguists and educationalists, and a number of bilingual programs were established throughout Australia, notably in Victoria (see Clyne 1986) and South Australia. In the early 1990s, however, bilingual programs remain very few, and when they are advocated, it is because of the perceived cultural, educational and intellectual value of bilingualism in general or language maintenance in particular rather than for reasons of access and equity.

One of the main reasons for this neglect lies in Australia's very important but as yet unresolved issue of mainstream versus specific provisions within the education system. This is an issue which affects not only ethnicity but also social class and gender. By their very nature, those bilingual programs which assure mother tongue development presuppose ethnic-specific provisions, whereas present attempts to meet the demands and expectations of ethnic communities are generally shifting towards a mainstreaming paradigm for the provision of all government services.

The problem of the educational disadvantages of children of non-English speaking background has still found no totally satisfactory solution. There is substantial evidence, for example, that students born in non-English speaking countries are placed more often in low streams in Australian schools, although there are marked differences among groups from different birthplaces (Horvath 1987, p.67). In the tertiary sector, Salagaras (1989, p.9) summarises the available literature, and notes that "it is a well known fact that participation in tertiary education is not uniformly distributed, with women, low income groups, certain migrant communities and Aborigines being disadvantaged".

A discussion Paper, *A Fair Chance for All*, issued by DEET and NBEET early in 1990, seeks to address this problem in higher education. In particular, it sets as objectives:

- to increase the participation of people from non-English speaking background groups that are under-represented in higher education; and

- to improve the balance of participation of non-English- speaking background students by sex and discipline.

The strategies identified to achieve the objectives are adequate support programs, awareness programs and curriculum review (DEET 1990, p.35).
A key factor bearing on the issue is that the pattern of disadvantage is uneven, with some migrant groups faring better than others. For those who fare worse, the problem lies not only in the difficulties students encounter in coping with classroom demands, but also in the parents' cultural attitudes to education as a whole.

When parental attitudes to education are not positive, the barrier between the family and the education system cannot be overcome simply by relying on the interpreting and translating services of often very young students. This is unfortunately common practice. The problem of reaching the family needs to be tackled on two fronts. On the one hand, there needs to be a more widespread and deeper appreciation of the implications of cultural diversity among teachers and principals; on the other hand, there is a need for professional interpreters and translators who understand both the mainstream and the minority cultures.

5.3 *HEALTH*

The *NSW Ethnic Affairs Policy Statement* of 1983 states that equality in health care delivery is now required by governments and is legally enforceable through State and Federal anti-discrimination legislation. This poses a particular problem for State health departments, which, in line with federal policy, practise mainstreaming and do not intend to provide separate services to ethnic minorities. In this context it becomes important to ensure that all existing services are accessible and appropriate to meet the health care needs of non-English speaking groups.

In New South Wales, the *Health Services and Ethnic Minorities Policy Guidelines* of November 1985, compiled by the Department of Health, state that generally "access and utilisation problems for ethnic minorities apply less in the area of acute care for medical problems, and more in the area of community health services where ethnic groups are substantially underrepresented". The document identifies the following as barriers to effective health care from a delivery perspective:

- insufficient information about health and health services in appropriate languages;

- lack of awareness among planners and health care providers about the nature of access problems;

- shortage of health care providers with relevant LOTE skills and skills in cross-cultural health care;

- deficiencies in the provision of culturally appropriate health services.

To tackle these issues, specific migrant health programs are provided. These involve regional migrant health advisers, ethnic health workers, migrant health education officers, the health care interpreter service and the health translations service. All these programs are of vital importance, all are kept very busy. For example, since it first began in 1980, the N.S.W. Health Translation Service has printed and distributed over three million copies of over three hundred publications in 23 languages on a wide range of subjects such as nutrition, preventive health and patients' rights. In 1989/90 alone, the number of publications ordered was 776,754. In 1987 the ethnic media were used for health information and education, and programs were conducted in the following areas: AIDS information, nurse recruitment, kidney donations and measles immunisation. In South Australia, the *South Australian Ethnic Affairs Commission Annual Report* of 1989 notes that the demand for interpreting services is greater in the health area than in any other area, and rapidly increasing, especially from health units other than major hospitals, such as domiciliary care, women's health centres, and community health services.

More hard work needs to be done. The N.S.W. Department of Health's *Ethnic Affairs Policy Statement. Interim Report* (1988, p.19) still notes that "Interpreters are mainly booked by health workers such as community nurses for use in the provision of treatment services rather than in preventive work."

5.4 *WHICH LANGUAGES?*

When measuring the needs for specific languages, Clyne (1982, P.141) strongly warns against the folly of establishing "major" community languages monolithically. In fact, immigrant groups which, for example, require bilingual pre-school teachers and baby health centre nurses will probably not need facilities in their first languages for the care of the aged. On the other hand not only recently-arrived and young groups, but also long-established ageing groups may need generous allocations of time on ethnic radio, albeit for different reasons. Instead, Clyne (1982, pp.141-142) suggests four useful criteria:

- numbers of monolingual non-English speakers;
- recency of arrival;
- socioeconomic status;
- age structure.

Furthermore, during consultation with various agencies providing language services, other strong warnings have been given against the inflexibility of a system which is slow in responding to changing patterns of demand.

Available data suggest that, in South Australia for example, the greatest demand for the year 1988/89 was for interpreting assignments in Vietnamese, Italian, Greek, Polish, Croatian and Serbian, Khmer, Chinese, and Spanish, in this order (South Australian Ethnic Affairs Commission 1989, pp.30-31). On the other hand, in the same period, the number of publications ordered from the N.S.W. Department of Health Translation Service was highest for Arabic, followed by Vietnamese, Chinese, Spanish, Greek, Italian, Turkish, Croatian, Macedonian, Polish.

5.5 *OPTIONS FOR THE FUTURE*

In order for Australia to achieve "a fair go and a fair share for all Australians, irrespective of their ethnic, cultural, religious and linguistic backgrounds" (Hawke 1987, p.3), two fundamental solutions to the problem of equity and access to professional services offered by institutions are available.

The most obvious approach is that of using resources already available in Australia. These are of two types:

- among recent adult immigrants there is a substantial number of professionals, often already widely experienced, who are seeking recognition of their overseas qualifications in order to practise in Australia;

- among the older established groups, there are many second generation young professionals who share with the first generation their mother tongue.

In the former case, some bridging courses in professional matters are needed for assuring knowledge of Australian particularities, and perhaps some specialised English language training, as is available at Macquarie University's National Centre for English Language Teaching and Research. In the latter case, some language courses for assuring knowledge of the linguistic specifications of their subject matter may well be required. In both cases, then, a policy of broader recruitment for the providers of services would be in order.

A second solution is that of spreading LOTEs more widely among all personnel dealing with the non-English speaking public. Although this is perhaps the less immediately effective solution of the two, it has the added advantage of helping to bridge the gap between people of English and non-English background, not only at the level of social justice, but also at the level of general social intercourse.

Needless to say, the two solutions are by no means incompatible. Both have implications for higher education.

6. NEEDS IN SCIENCE AND TECHNOLOGY

6.1 *ATTITUDES TO LANGUAGES IN SCIENCE AND TECHNOLOGY*

For several decades the prevailing attitude among most of Australia's scientists and technologists has been that English, "the international language of science", is sufficient for their purposes. Such an attitude has been influenced by numerous factors, among them the following:

- Most researchers in the sciences and technologies have been trained in the British (or more recently American) tradition and have remained under its spell and language bias. The strong bias towards English has of course been reinforced by the high profile of American science since the Second World War, even though some of the expertise came from European scientists who had crossed the Atlantic.

- In secondary education in recent times competition for scarce university places has led to specialisation and in consequence to pressure on those with a scientific bent to drop language study. At least in some States there is a perception that to maximise scaled marks one should concentrate on Maths or Science and not do a LOTE unless one is a native speaker. This orientation away from language has been reinforced by the dropping of a language from university entry and degree requirements. Furthermore, the widespread abandonment of the requirement for Science honours students to be able to read one or two foreign languages has accelerated the decline.

- Partly because of this situation, university language study has come to be associated almost exclusively with a small Department generally housed in an Arts or Humanities faculty. Recognition of its value to students, teachers and researchers in the sciences and technologies has been largely lost. Moreover, the high public profile of science and technology in the 1960s and 1970s, together with the declining status of language teaching and learning, encouraged scientists and technologists to specialise quite early and to discard any study viewed as not directly relevant.

- The relatively modern phenomenon of the compartmentalisation of knowledge, which has been seriously challenged only in quite recent times, has led to language competence being regarded as an isolated skill, a commodity which can be acquired or in any case bought when the need arises. Its role as a means of entry to another society and culture has been effectively muted.

6.2 *CHANGING PERCEPTIONS*

In its investigation the Review found considerable evidence that, as in significant areas of business and industry, dissatisfaction with the present situation is growing and changes are being called for.

In the report of the Australian Science and Technology Council entitled *Education and National Needs* (December 1987), the importance in secondary education of languages, along with mathematics and physical sciences, is stressed on several occasions (pp.3, 19, 29). In this context the report states: "We consider that the HSC and higher education entrance requirements should guide students towards those subjects most important to their future career prospects and the economic future of the nation." (p.3) A little later we read: "Australians need to understand in a fundamental way the history, culture, language, politics and commerce of their region [....] Australia's needs for foreign-language skills, especially in Asian languages, have never been higher." (pp.13, 14)

This call from such an important science and technology body was echoed in the words of a number of industrial leaders. As previously noted, the chief executive of Mount Isa Mines bemoaned the fact that he could not find engineers with a knowledge of Japanese or German. Two executives of BHP spoke of the company's periodic embarrassment at the cultural and linguistic insensitivity of some of their professionally trained employees in their contacts with people from non-English speaking countries. Such contacts are growing as companies are being urged to "go global", so that the need for at least sensitisation to foreign languages and cultures will become increasingly necessary for all employees sent abroad. Once scientists /engineers/ technologists are involved in "hands on" experiences in a foreign country, especially when demonstrating (or learning about) new techniques or processes, they readily acknowledge the relevance or necessity of knowing the language.

6.3 *TECHNOLOGY AND CULTURE*

One of the most interesting recent contributions to an understanding of the links between culture and technology has been made by Professor G.W. Ford of the University of New South Wales. Noting that "the conventional wisdoms that dominate public and private discussions of industrial technology in Australia [...] are derived predominantly from English speaking cultures and are oriented to hardware" (Ford 1987b, p.1), Professor Ford is convinced that Australian industry does not understand the cultural background to many of the technologies which it imports and uses. As a result, considerable time and money are lost and economic development is slowed. He lists the following economic costs of these cultural barriers to technology transfer at the national or enterprise level:

- delays in adapting, installing, integrating, operating, maintaining and improving imported technologies;
- delays in achieving improvements in quality, productivity and service;
- down-time and idle-time after commissioning;
- overextending the existing workforce, with consequent conflict and frustration;
- loss of planned markets and present and future opportunities (Ford 1990, p.6)

By contrast Professor Ford points to certain other countries, notably Germany, which have understood far better the cultural implications of technology and for that reason have penetrated the overseas markets more successfully than has Australia. He also stresses the significance of the fact that many of the Japanese who go abroad, especially in the field of management, do so mainly to acquire language and cultural knowledge rather than to improve their knowledge in a specific discipline area. Japan, as the world's pace-setter in a market-driven, export-oriented economy, recognises the importance of second language skills and is prepared to pay for them. By way of illustration Professor Ford deals with the idea of "skill formation" as understood by the Japanese:

> To understand the concept of "skill formation", it is necessary firstly to realise that it is not the Japanese equivalent, interpretation or translation of the Western concepts of "vocational training" or "skills training" or "technical education". The Japanese concept of skill formation embraces the ideas of education, training, experience and personal development. It is a holistic concept that does not fragment human development in terms of the vested interests of traditional institutions (Ford 1987a, p.269)

Such an understanding of the Japanese cultural approach to technology, training and transfer is clearly important for the development of the recently announced Multi-Function Polis project in Australia. If this project is to come to reality there will need to be cultural sensitivity of a high order among the thousands of highly trained specialists who will be employed. Moreover, if, as Professor Roland Sussex of the University of Queensland speculates, the MFP becomes "a catalyst to gather, focus and direct research personnel and energies to fill the needs not merely of Australia, but of a much wider region in the Western Pacific" (Sussex 1989, p.3), then the cultural and linguistic elements will assume even greater importance, and Australia will be expected to provide a professional base for teaching them. In a recent letter to the

Review (8.1.91), Mr. Bruce Guiren, Director of the Department of the Premier and Cabinet in South Australia stated that "the MFP-Adelaide project places high importance on the promotion of language skills in all areas of activity. This is one of the fundamental bases on which a truly international endeavour must be founded [...] It is [...] our expectation that language teaching and skills development will be a prominent feature particularly in the 'World University' context".

6.4 *RESEARCH IN SCIENCE AND TECHNOLOGY*

In a number of overseas countries concern is growing that lack of language competence is affecting the quality of research work conducted in many areas, including science and technology. As was mentioned above, both Sweden and Holland are expressing concern that a recent generation of students has neglected to cultivate competence in French and German and has satisfied itself with English. One of the principal reasons for this concern is that much important published research in these two European languages either remains inaccessible or is available only after translation delays. Furthermore, contact with researchers in these countries becomes more difficult.

On a recent visit to Germany Mr Alan Holgate of the Department of Civil Engineering at Monash University found that his contacts "were groaning that they constantly see "discoveries" published in Anglo-Saxon journals that were published in German 20 years before". The doyen of Germany's structural engineers, Professor Fritz Leonhardt of the University of Stuttgart, complained that whenever he published a new book he was immediately flooded with letters begging permission to translate it into many other languages ranging from Italian to Japanese, but that *he* had to approach Anglo-Saxon publishers to accept it, and then had to do the translation himself! (Letter to the Review, 26/11/90)

In a recent survey of the languages used in internationally available scientific and technical periodicals which were published in 1988, it was found that whereas 75% of the 15,958 periodicals analysed were published in English, over 21% were published in French, 2.5% in German, and smaller percentages in Italian, Spanish, Russian and other languages (Locquin 1989, p.10). It is interesting to note that the percentage in French rose rather spectacularly to the 21% figure from the 1980-81 figure of 9.8%, partly due to the inclusion of the category "human and social sciences" in the analysis. Clearly English is dominant, but the fact that 25% of scientific publications are unavailable to the monolingual English speaker should be a cause for concern. Several years ago the President of the British Academy expressed the problem in this way:

> In short the result of English being the chief language of science is that virtually every scientist on earth is better informed than the scientist whose native language is English: because we are the people who by

and large see no need to learn any other. ("English is not enough", *T.H.E.S.* 11/12/87)

6.5 *SCIENCE AND TECHNOLOGY TRAINING WITH A LANGUAGE*

Over the past few years attention has increasingly been paid by British universities to the lack of LOTE proficiency among graduates of their professional faculties, including those based on science and technology. Such attention has generally resulted from student and government pressure, particularly from the Department of Trade and Industry. Joint and double degrees in languages and engineering, postgraduate diplomas and special courses in languages for engineers and scientists now proliferate, especially in the newer universities and the polytechnics. Aston, Salford, Bath, Heriot-Watt, Bradford and Surrey are among the universities that have taken very seriously the increasing demands for foreign languages of aspiring scientists, engineers and technologists. It is significant that in recent years the standard of the applicants for these courses has risen dramatically.

There is some evidence of similar developments emerging in Australian higher education. In 1988 a conference of Australian Deans of Applied Science stated that Applied Science courses offered by higher education institutions needed to increase their emphasis on commercially important languages and speculated on the possibility of new combinations of majors, minors and electives involving languages. Monash University began in 1990 a double BA/BE degree focused on languages. Although the initial numbers are relatively small for this initiative unique to the Australian higher education scene, quotas have been filled without difficulty. A commendable feature of the program is that it has succeeded in attracting 50% women students to an area that has traditionally been a male preserve. A double B.A./BSc. degree is also planned at Monash next year and several institutions have in mind graduate diplomas oriented towards language acquisition.

It must be stressed, however, that the awareness in Australian higher education of the need for language competence in science and technology remains slight. Most academics, effectively monolingual for the most part themselves, give it a very low priority and content themselves with research through the medium of English and with contacts with academics who speak English. It may well be that, as in the United Kingdom, student and government pressure will be necessary for changes to occur.

6.6 *PERCEPTIONS OF THE SCIENCE AND TECHNOLOGY OF NON-ENGLISH SPEAKING COUNTRIES*

Attitudes to the science and technology of non-English speaking countries tend to be greatly influenced by traditional views about these countries, naive and ludicrous as these views often are. This in turn has an effect on the willingness of students and researchers to learn the language of access to these countries. For some time now in the case of France, and more recently in the case of Italy, strenuous efforts have been made to modify the traditional stereotypes by focusing on current scientific, technological and economic realities. For some years the traditional title of "cultural counsellor" at the French Embassy has had "and scientific" included in it. Considerable publicity has been given to the fact that Italy has now become a greater industrial power than the United Kingdom. As Bettoni and Lo Bianco say: "The anticipated economic realities of the 90s make it imperative that we now come to see Italy also as a country with a large and successful industrial base, and as a trading partner" (Bettoni and Lo Bianco 1989, p.1).

There is some evidence that these messages are being received and the importance of establishing contact with these countries recognised. In a personal communication to the Director-General of Education in South Australia in May, 1988, Dr. G. B. Allison, Chief of the Division of Water Resources in the CSIRO wrote:

> As a scientist in CSIRO with contacts with other scientists throughout the world, I would like to point out the importance of scientists having a second language. For myself and many of my colleagues, French in particular has been and will be essential in maximising our scientific productivity [....] It is essential that Australians understand the language and culture of their scientific collaborators and colleagues. (Lo Bianco and Monteil 1990, p.88)

Moreover at the ceremony in October 1988, when Australia signed a science and technology agreement with France, Senator John Button, the Australian Minister for Industry, Technology and Commerce stated:

> France today is a major technological power. In 1986 it spent $US 15.7 billion on research and development, making it the fourth largest spender in the OECD. France is also emerging with the Federal Republic of Germany as one of the dominant technological and industrial forces in the European Community [...] France instigated the Eureka program for collaboration in precompetitive research, and is a critical player in the research programs of the European Community. French influence in the European industrial complex is likely to grow stronger as a result of the unification of the European market in 1992 [...] A singular feature of Australia's research infrastructure is its strategic capabilities in niche areas which can complement French capacities for commercial development. (Lo Bianco and Monteil 1990, p.89)

Perceptions are clearly changing and the linguistic consequences slowly being drawn out. However, the filtering of the message into public consciousness and in particular into the attitudes of the general scientific and technological community is a process that needs considerable encouragement, especially from institutions of higher education.

7. LANGUAGE TEACHING NEEDS

Throughout Australia, some 30 languages other than English appear within the official secondary curricula of schools, while some 40 can be identified within higher education institutions. Languages are also taught, on a variety of models, in infants and primary schools, TAFE colleges, evening colleges, by various community organisations (eg. the Workers Education Association), by private language "schools" and within the widely utilised but fragmented "ethnic school" system.

In virtually all States and Territories there has been a *lateral* expansion of languages, language programs and rationales for languages, within the formal school system, encompassing to varying degrees:

- multicultural perspectives in the curriculum
- mother tongue maintenance programs in primary schools
- second language programs in primary schools
- traditional foreign language programs in secondary schools
- "new" language programs in secondary schools, including beginners courses and courses in languages not hitherto taught in our schools (e.g Polish, Turkish, Vietnamese, Korean).

Such expansion has considerable implications for the supply of competent language teachers.

7.1 *LANGUAGE POLICY IN STATES AND TERRITORIES*

In all States and Territories, recent policy statements, at either government or authority level, strongly advocate the importance, for all children, of the study of a language other than English.

- In N.S.W.: "The Government's goal is for every student to have access to two years of language study in the junior secondary school and for a substantially greater number of students than at present to pursue in-depth, specialist study of priority languages throughout their whole secondary schooling." (New South Wales Ministry of Education and

Youth Affairs, 1989).

As a first step, LOTE study of a minimum of 100 hours is to be compulsory somewhere between Years 7-10 as from 1996.

- In Tasmania: "The Education Department supports the view that as many students as possible should study one or more languages other than English for a sufficient length of time to enable them to reach initial proficiency in the language or languages studied." *(The Study of Languages other than English in Tasmanian Secondary Schools and Colleges*. Education Department, Tasmania, 1987).

- In the Northern Territory: "It is important for all students to develop practical skills in at least one language other than English". *(Northern Territory Policy on Languages other than English,* 1988).

- In Queensland: "The learning of a language other than English should be seen as an essential educational experience for all students." (*LOTE Initiatives for the 1990s*. Queensland Department of Education, 1990).

- In South Australia: "It is the ultimate goal of the Education Department that all students have the opportunity at some time during their formal education to learn at least one language other than English." *(Languages Policy*. Education Department of South Australia, n.d. (c.1985)).

- In the A.C.T.: "Every student should have the opportunity to learn at least one language other than English for as many years as possible." (*Languages other than English in A.C.T Government Schools 1990-2000).*

- In Western Australia: "It is the Ministry policy that access to LOTE be made available to all students in its schools to accord with their interests and needs, with the expectation that study in a LOTE will be a normal educational experience for all children". (*Languages Other than English Strategic Plan 1990).*

- *The Languages Action Plan for Victorian Government Schools* (1989) states "that every school should offer at least one LOTE and that every student should study at least one LOTE for at least the years of compulsory schooling, with students being encouraged to continue this study in the post-compulsory years".

There is an increasing public perception that languages other than English should be widely available to all students, and States have developed or expanded a variety of special provider mechanisms (e.g Saturday Schools, Correspondence/Distance Education, Languages High Schools) to ensure that this happens.

7.2 *INITIATIVES AT THE NATIONAL LEVEL*

The importance of language study and the concept of priority languages are advocated at the national level in such documents as the *National Policy on Languages*. The establishment of the ALL (Australian Language Levels) guidelines and the NAFLaSSL (National Assessment Framework for Languages at Senior Secondary Level) Project are practical evidence of the importance attached to languages in schools, and of the attempts at national cooperation and coordination which have begun to occur.

Further evidence of the growing importance of the concept of "a second language for all" in the education system is to be found in the establishment during 1990 of a National Enquiry into the Employment and Supply of Teachers of Languages Other than English. This enquiry, to report in mid 1991, is expected to quantify the needs outlined in this section.

Liaison with this Enquiry has already confirmed that language teachers will be in short supply once the national impetus for LOTE learning begins to take full effect. Problems of supply and demand will not be neatly defined in terms of State/Territory borders, and it is obvious that some LOTE teachers will be strongly in demand beyond their own State/Territory employing system. There are some early and positive signs of the breaking-down of the traditional but arbitrary barriers to teacher employment across all States and Territories. The NSW Minister for School Education and Youth Affairs, Mrs Virginia Chadwick, announced in December 1990 the freeing-up of some of the traditional barriers to the interstate registration of teachers. Mrs Chadwick confirmed that NSW is "very happy to accept suitably qualified teachers from any State" and that "a wider recognition of teacher qualifications is a commonsense approach which will benefit teachers throughout Australia". The Review Panel fully supports such moves, which will be necessary to ensure optimal use of teaching resources.

7.3 *PUBLIC PERCEPTIONS OF LOTE TEACHING NEEDS*

As indicated in chapter 2, an increasing number of managers, in business, industry and government, recognise the desirability and value of their employees having some knowledge of another language and its associated culture. There is increasing recognition, sometimes bordering on panic, that unless we call on multilingual skills to assist us in our relationships with the ever-expanding Asian economies and the new Europe, Australia will be at a significant disadvantage.

In chapters 1 and 2 of this Report, it was noted that there are encouraging signs that the value of language study is being recognised as transcending the purely pragmatic or translation-based level of language usage, and that it does contribute to intellectual and cultural growth by broadening horizons and perspectives on the world.

Millions of dollars are spent each year at Federal, State and local levels on providing a variety of services to assist with the socio-linguistic needs of our citizens (e.g the provision of interpreters/translators by government and commercial agencies).

As also mentioned earlier in this Report (2.1.7), there are clear indications that other countries are recognising (or have long recognised) the value of generalised LOTE study and the inescapable fact that English alone is no longer enough to ensure economic,cultural or intellectual survival. For us to keep pace with the contemporary world, it is obvious that Australia's future relationships will no longer be able to be based on the comparatively free and easy days of the past. Recognition of this is emerging in our country.

Against such a background, one is forced to conclude that in the 1990s, at both government and community levels, Australia considers the study in schools of languages other than English as important - more important than appears to have been the case hitherto. (That the most populous state, N.S.W., has made a government commitment to compulsory LOTE experience for all secondary students, is tangible and telling evidence of this importance. It is highly significant that earlier and even quite recent committees of enquiry into languages felt unable to advocate compulsory language study, on the grounds that it would meet with neither government nor community support.)

Given the above indications of national need and community demand, the necessity of an adequate, well prepared and continuing language-teaching base becomes obvious. It is equally obvious that Australia's current language teaching base is far from adequate to cope with present, and especially anticipated, demand.

7.4 *CURRENT AND FUTURE SUPPLY OF LOTE TEACHERS*

Responses to the Review's questionnaire sent to all State Departments of (School) Education indicate that, in all States and Territories, the supply of LOTE teachers is seen as insufficient for current and emerging needs. This is, for example, viewed so significantly in N.S.W that the Government commitment to introduce compulsory LOTE experience is not to be implemented until 1996, in order to ensure an adequate supply of teachers. It has been suggested that a 25% increase in LOTE teachers may be necessary even to implement this minimal requirement. It must also be remembered that the base from which a re-kindled interest in languages must emerge has become much diminished as the proportion of students currently studying a LOTE is low. 25 years ago some 55% of matriculation students studied French, whereas at present no single language attracts even 10% of the total candidature. Even recent enthusiasm at the growth of Japanese, with all its attendant publicity and the difficulties experienced in finding teachers, must be tempered by the fact that in no State has Japanese yet attracted 5% of the possible candidature.

The Review Panel is not aware of direct research on resignation rates among LOTE teachers. Anecdotal evidence and personal knowledge suggest that it is at least as high as for other teachers, and may well be higher. LOTE teachers have suffered not only from the low status in which their elective subject area is generally held, but also from the insecurity of their position within a school and the constant effort demanded to maintain student numbers deemed to be "viable". As articulate professionals with high communicative skills, many have obviously left teaching for other, more immediately rewarding fields.

The situation outlined above indicates with stark clarity the magnitude of the task that lies ahead in ensuring an adequate supply of teachers for the future. Consequently it is important to outline the kinds of support which will be necessary so that LOTE study may become a meaningful part of the educational experience of all, or even the majority, of Australian students.

7.5 *SUPPORT REQUIRED FOR MEETING LOTE TEACHING NEEDS*

The Review Panel is convinced that support must come from four sources in particular: from government (at both Federal and State levels); from business, industry and employers; from educational systems such as State Departments of Education; and from higher education institutions themselves.

The kind of support needed varies from a philosophical recognition of, and commitment to the value of LOTE study for Australians and for Australia, through to structural, administrative and financial support for particular LOTE programs and strategies.

The Review Panel is convinced, however, that, in a time of limited resources and competing priorities, a continuing commitment by government to the proposition that LOTE study is important and worthwhile for all Australians, is absolutely central to its future viability and success. This commitment needs to be expressed by policy formulation and by action.

Discussions and investigations carried out during the course of the Review consistently indicate that employers will respond to the need for LOTE study more readily when they are convinced of government commitment to its value. The resultant pressure will then enable higher education institutions to expand language offerings.

For the teaching of modern languages to be put on a sound basis and to satisfy emerging needs the following will be necessary:

7.5.1 *Recognition by government and other influential agencies*

Recognition of the importance of languages to Australia's future, in cultural, social, economic, strategic and educational terms, is a welcome development. It now needs to be matched, in practical ways, by a recognition by government and other significant decision-makers and influential agencies, such as business and educational leaders, that an effective languages base will come about only when the *teaching* of languages is encouraged and supported at all levels.

7.5.2 *Proficiency of teachers in higher education*

The increasing emphasis on the development of proficiency in students and the associated emphasis on authentic language and materials demand that language teachers in universities and colleges have the highest levels of proficiency. This clearly emerged in responses to the questionnaires to Heads of Departments, Members of Staff, Recent Graduates, Recently Appointed Teachers and Current Students.

A wide variety of emphases and interests quite properly characterises the study of language and literature in higher education institutions but it is clear that the achievement of proficiency in using the language is now regarded as an essential aim of all language study.

Higher education learning environments are increasingly characterised by immersion-type activities, the accessing of contemporary language through satellite transmission and electronic communication, and the creation of learning situations where the linguistic demands will be unpredictable. Only teachers with the linguistic competence of an educated native-speaker can be expected to deal adequately with such environments. This has important implications for postgraduate study and for the necessity of regular in-country experience.

7.5.3 *Attracting and maintaining an adequate supply of LOTE teachers*

If the various national and State/Territory initiatives in languages are to generate a real and sustained interest in LOTE study, it is obvious that a supply of teachers, adequate in both quantitative and qualitative terms, must be ensured on a continuing basis.

This will involve *attracting* appropriate and sufficient people into LOTE teaching, *retaining* them within the teaching service as a rewarding and worthwhile career, and *retraining* (or "upskilling") them so they remain confident and competent teachers.

7.5.4 *Optimising use of LOTE teachers as a resource*

As already mentioned in 7.2, LOTE teachers must be seen as a potential *national* resource and arbitrary barriers to the employment of interstate and overseas-trained teachers must be removed or rationalised.

In the case of some of the languages of lesser demand, in particular, it is clear that there is, and will continue to be, a significant reliance on teachers trained overseas.

It has been pleasing to note the beginnings of some positive initiatives in this regard, such as the introduction of specialist Diploma in Language Teaching-type courses, designed to provide an Australian socio-cultural and pedagogical base for teachers with overseas qualifications.

On the local level, LOTE teachers may well have to be shared amongst schools or "clusters" of schools, and there is much to commend this, particularly where it also facilitates greater continuity between primary and secondary school LOTE programs.

Flexibility also needs to be shown by employing authorities in regard to employment arrangements, including the expansion and facilitation of permanent part-time work for those LOTE teachers who cannot, or do not wish to teach full-time.

7.5.5 *Support for LOTE teachers*

The availability of LOTE study across all schools and geographic areas is unevenly distributed, with most concentration in the major cities and metropolitan areas. In N.S.W., for example, almost a third of the high schools and almost three quarters of the Central schools in the western areas have no LOTE teachers. Particular strategies may be necessary to establish and/or support LOTE teaching in rural or non-metropolitan areas.

It is generally acknowledged that, particularly in the larger States, teachers tend to prefer to study, train and subsequently teach in the same general geographic area in which they themselves lived and attended school. If they do move away, for example, to study and train, they are often disinclined to move back again in order to teach.

This has obvious implications for ensuring a supply of LOTE teachers to outlying areas, including outer metropolitan and semi-rural growth areas where LOTE study and teacher training may not be available in local institutions.

With the decline in LOTE study as a core subject in most schools, LOTE teachers often lack the guidance and support of a senior or Head Teacher, either at the beginning of, or throughout their teaching career. Schemes such as the Master Teacher program at Macquarie University have provided much needed support. Such schemes should be encouraged and supported in practical ways.

8. CONCLUSIONS TO PART A

8.1 *CULTURAL SENSITIVITY*

A common thread in the survey of language needs in the Australian community has been the perceived necessity of enhanced cultural sensitivity.

In the world of the 1990s, when international perspectives are imposing themselves with increasing frequency on most aspects of social, intellectual, political and economic life, many Australians are coming to understand the disadvantages and dangers of being monolingual and inward-looking. They recognise that, unless there is an openness to what is culturally or linguistically unfamiliar, Australia will be marginalised in its international contacts.

From our survey this recognition appears most clearly in the fields of banking, tourism and foreign affairs. It is increasingly evident in trade and defence, and is developing in science, technology and in many of the disciplines taught at higher education level.

Particularly in the area of business it is rare for decision makers to be able to identify their specific needs and to quantify them. This was the experience not only of the Review Panel but also of Stanley et al. (1990) and Valverde (1990). There is an urgent need for organisations like the NLIA to elicit such information, ideally through encouraging contact between these decision makers and language teachers in higher education.

Cultural sensitivity is important not just for international contacts but also for national multicultural harmony. Although multiculturalism has been government policy for many years, the cultural sensitivity and linguistic tolerance that it implies and upon which it depends have been slow in developing in the Australian community. This situation has manifested itself in many aspects of policy and social life. It appears perhaps most clearly in the continuing access and equity problems which are encountered by Australia's recently arrived migrants and which are outlined in chapter 5.

This need for cultural sensitivity has wide-ranging implications for the educational curriculum. It indicates that the study of foreign languages and cultures should be a normal part of educational experience and not confined to a particular group selected on the basis of intelligence, ethnic background or personal interest.

8.2 *RANGE OF LANGUAGES NEEDED*

The survey has revealed that a considerable range of languages is needed in Australian society. This runs counter to the actions of a certain number of educational administrators, particularly at the secondary level, who appear to be attempting to phase out important European languages as they phase in Asian languages, especially Japanese (e.g. in the Hunter region of New South Wales). Our survey has shown that Australia has a pressing need to broaden its language competence, not to eliminate any area.

The key languages identified by the Department of Foreign Affairs and Trade are Arabic, Chinese (Mandarin), Indonesian, Japanese, French, German & Spanish, with Russian & Korean growing in importance. The first six of these correspond to the priority languages of Austrade.

For tourism, Australia's biggest dollar earner, the key languages are currently Japanese, German, Spanish, Italian, French, Chinese dialects (Taiwan) ,and Korean, with some emphasis on Portuguese and Scandinavian languages. Export-oriented Australian managers stress the importance of a range of Asian languages together with German, French & Spanish, as well as Arabic for the Middle East.

For issues of equity & access within Australia, there are, to judge from figures obtained from New South Wales and South Australia, particular needs in Arabic, Chinese, Croatian, Greek, Italian, Khmer, Macedonian, Polish, Serbian, Spanish, Turkish, & Vietnamese. Maltese should also be added in view of the large number of native speakers (59506 in 1986 census data).

In order to produce educated people to serve in these areas of community need, institutions of higher education must offer the languages listed. The specific needs of cultural and scientific research will add to the list in particular institutions.

This wide range of needs emphasises the importance of ensuring that:

a. each language identified is taught and has a strong intellectual and cultural base in at least one higher education institution in Australia;

b. the languages of greatest need are spread widely through the educational system.

c. all languages identified are accessible, through distance education or other means, in all parts of Australia.

8.3 *EVALUATION & RECOGNITION OF LANGUAGE COMPETENCE*

Recognition of Australia's language needs must be accompanied by an efficient system of evaluating language competence and giving adequate recognition to it in the form of enhanced status and financial reward. In short, there is a need to professionalise the whole area. If this is not done, young people will continue to avoid studying a language other than English, the linguistic capacities of the migrant community will remain untapped and our schools will continue to lack an adequate supply of well-trained professionals.

The establishment of the National Accreditation Authority for Translators and Interpreters in 1977 and moves to ensure the registration of translators and interpreters have been critical initiatives in recognising the area as an important profession. However, as we have seen, career opportunities for translators and interpreters are still very restricted: needs in the area of law, health and education are, at the level of policy, imperfectly appreciated, and business opportunities involving the migrant community are rarely taken. An enhanced career structure that includes continuity of employment and a professional salary is an essential element in the recognition of this area of competence and in the meeting of language needs.

However, the survey indicates that adequate evaluation and recognition of language competence are more generally necessary than just for translators and interpreters. It is clear that employers, both in government and in the private sector, tend either to pay little attention to specific claims to language competence or else to accept all claims at face value. This situation serves to encourage exaggerated claims to competence, fails to give due reward to excellence and consequently trivialises the whole field. Since the various accrediting educational institutions have differing aims and objectives, it is a matter of extreme importance for the meeting of language needs in Australia that a proper system of proficiency assessment in the spoken and written language be developed. It is only in this way that excellence will be rewarded and standards raised in the practical skills that are increasingly in demand.

PART B

MODERN LANGUAGES IN HIGHER EDUCATION IN 1990

9. LANGUAGES ON OFFER

The information presented in this section specifies the institutional and geographical distribution of modern languages in Australian higher education in 1990, together with the level of student enrolment, as measured by EFTSU.

The information refers only to languages offered as *award* courses. Full data were not available for non-award courses in language institutes, summer schools, etc., but some information is given in section 11.5 of the Report. It should also be noted that the various institutional amalgamations which have been taking place since 1988 have themselves had an effect on language and course offerings. Rationalisation is still occurring within amalgamated institutions to determine whether particular languages will continue to be offered, and, if so, on which campus.

In 1990, 36 higher education institutions offered some 40 modern languages in award programs. (Two universities, Deakin University and the University of Technology, Sydney, do not teach any language apart from English). A full list of institutions is given in Appendix 2, and a full list of languages is given in Appendix 3.

Complete consistency in the Appendices has been impossible to achieve because of the vagaries of the institutional amalgamation processes and the differing ways in which related languages are classified. For example, Bengali is listed along with Hindi and Urdu, since the University of Sydney grouped all three languages within Indian Studies and did not supply separate information on each. On the other hand, Hindi and Urdu are also listed separately, since the Australian National University treats them as two languages in calculating enrolment figures. Likewise, Croatian, Serbian and Serbo-Croatian are treated as separate languages, since Macquarie University and Victoria College list Croatian and Serbian separately, whereas Monash does not. In the following pages, however, Bengali is treated separately, and both Hindi and Urdu on the one hand, and Croatian and Serbian on the other are grouped together, thus reducing to 36 the number of languages offered in 1990.

9.1. *LANGUAGE DISTRIBUTION BY NUMBER OF INSTITUTIONS*

In Table 1, below, the number of institutions offering particular languages in 1990 is specified, together with known plans for introducing or phasing out particular languages.

A comparison has also been made with figures from two other years. Data for 1981 derive from a study entitled *Foreign Languages in Australian Tertiary Institutions 1974-1981* conducted by D.S. Hawley of the University of Wollongong. Data for 1988 were collected by AACLAME/DEET, unpublished but made available to the Review. All other data derive from Appendices 2 and 3 in this Report.

The total number of higher education institutions in Australia declined between 1981 and 1990 because of amalgamations. For this reason, caution should be exercised in comparing the figures for any particular language over this period.

A decrease in the number of institutions offering a given language between 1981 and 1990 may simply be due to the amalgamation process. On the other hand, an increase over this same period is, for obvious reasons, very significant.

In the first half of this decade, community languages received significant government funding. More recently, strong funding support has gone to Asian languages. These emphases are reflected in the spread of these languages in higher education.

Some languages that look stable over time, in the sense that the number of institutions offering them remained the same, may not be stable geographically, in the sense that the institutions involved may not be the same. For example, Portuguese was offered by Flinders University in 1981 but by the Western Australian College of Advanced Education in 1988, and Javanese by the Australian National University in 1981 but by Monash in 1990. Another example is provided by Hindi, which is phasing out at the University of Melbourne, but will be offered at La Trobe University from 1990. Nevertheless, despite these complications, the overall picture is illuminating.

A few languages came and went during the 1980s, (e.g Balinese, Breton, Icelandic and Persian). The only new language likely to be offered in the near future is Burmese.

Table 1. Language Distribution by Number of Institutions

	1981	1988	1990	phasing in 1990	to be introduced 1991-92	phasing out 1990
Japanese	19	19	28	3	2	-
Italian	29	31	26	-	-	-
French	26	26	21	-	-	-
Indonesian	19	17	21	2	2	-
Chinese	11	16	19	2	2	-
German	24	25	19	-	-	-
Greek	13	12	14	1	-	-
Spanish	9	9	12	-	1	-
Korean	-	1	8	2	1	-
Russian	7	6	8	-	-	-
Arabic	4	5	7	-	-	-
Vietnamese	3	7	7	-	-	1
Hebrew	5	3	3	-	-	-
Hindi/Urdu	2	3	3	-	1	1
Serbo-Croatian	4	2	3	-	-	-
Ukrainian	-	2	3	-	-	-
Thai	1	1	3	-	3	-
Macedonian	-	3	2	-	-	1
Dutch	2	2	2	-	-	-
Polish	2	2	2	-	-	-
Portuguese	1	1	2	-	-	1
Turkish	2	2	2	-	-	-
Bengali	1	-	1	-	-	-
Czech	-	-	1	-	-	-
Irish	-	1	1	-	-	-
Javanese	1	1	1	-	-	-
Lao	-	1	1	-	-	-
Latvian	-	1	1	-	-	-
Lithuanian	-	1	1	-	-	-
Occitan	-	1	1	-	-	-
Romanian	1	-	1	-	-	-
Slovenian	-	-	1	-	-	-
Sundanese	-	-	1	-	-	-
Swedish	3	2	1	-	-	-
Tibetan	-	-	1	-	-	-
Welsh	-	-	1	-	-	-
Balinese	-	1	-	-	-	-
Breton	-	1	-	-	-	-
Burmese	-	-	-	-	1	-
Icelandic	1	1	-	-	-	-
Maltese	2	1	-	-	-	-
Minangkabau	-	1	-	-	-	-
Persian	1	-	-	-	-	-
Scottish Gaelic	-	1	-	-	-	-

In 1990, the language most frequently offered was Japanese (28 institutions), closely followed by Italian, French, Indonesian, Chinese and German. Greek and Spanish came next (14 and 12 institutions respectively) followed by Russian and Korean (8 institutions), and Arabic and Vietnamese (7 institutions each). Hebrew, Hindi-Urdu, Serbo-Croatian, Ukrainian and Thai were each offered in 3 institutions. Macedonian, Dutch, Polish, Portuguese and Turkish were in 2 institutions, and Bengali, Czech, Javanese, Lao, Latvian, Lithuanian, Occitan, Romanian, Slovenian, Sundanese, Swedish, Tibetan and Welsh in one institution only.

Since 1981, the most significant and consistent increases have been in Japanese, Indonesian, Chinese and to a lesser extent Spanish. In Italian and Greek, increases were much more pronounced in the first part of the decade than in the second. Vietnamese grew rapidly between 1981 and 1988 , while Korean and Thai have expanded in the last two years. The languages not offered in 1981 and offered in 1988 are Balinese, Breton, Korean, Lao, Latvian, Lithuanian, Macedonian, Maltese, Minangkabau, Occitan, Scottish Gaelic, Turkish, Ukrainian and Vietnamese. The languages first offered since 1988 are Czech, Slovenian, Sundanese, Tibetan and Welsh.

The momentum gathered by Japanese, Indonesian, Chinese, Korean and Thai has by no means stopped, since these are the languages that in many institutions are still being phased in, or are likely to be introduced in the next two years.

On the other hand, the languages that are still offered but are phasing out in one institution without plans for introduction in another are Macedonian, Portuguese and Vietnamese. Finally, no institution stated that there are firm plans to discontinue any language in the next two years, (except in some cases by distance education), although a few admitted that some of their languages are under severe threat. Among these, the most often mentioned are community languages with small enrolments (see 9.3).

9.1.1 *"Traditional" European Languages*

European languages continue to maintain their traditional base across the various higher education institutions, with Italian, French and German being most widely represented. French and German have remained steady over the last decade but have lost to Japanese and Italian their traditional place as the most widespread languages.

It also needs to be borne in mind that in 1990 language offerings reflect the decisions and priorities of institutions in 1989. Recent events in Europe, in particular the reunification of Germany, have yet to have their full impact. In the course of the visits to institutions throughout Australia the Review Panel noted a definite interest in ensuring that European languages in general, and German in particular, are not allowed to decline at such a significant time.

9.1.2 *Community Languages*

Community languages expanded rapidly in the early 1980s. Among them, those that can also claim an international role have continued to expand in the latter part of the decade. A case in point is Italian, followed by Russian and Spanish. The term "community languages" has long proven a descriptive term of rather doubtful efficacy. Even if it is assumed to refer to languages of special (or sole) interest to people from the particular ethnic background concerned, languages such as Italian and Spanish transcend such a definition. Similarly, a language such as Arabic is difficult to accommodate within this category.

There has been little or no growth in the institutional spread of the clearly "community" languages such as Czech, Croatian, Dutch, Hebrew, Irish, Latvian, Lithuanian, Macedonian, Maltese, Polish, Serbian, Scottish Gaelic, Swedish, Turkish and Ukrainian.

9.1.3 *Arabic*

As mentioned elsewhere, Arabic has increased its presence from 5 institutions in 1988 to 7 in 1990, though its base continues to be restricted to the A.C.T., N.S.W. and Victoria, plus the University of Adelaide. It has no base in Queensland, Western Australia or the Northern Territory. Despite its logical relevance as a language of international significance, it is probable that, at the tertiary level, Arabic suffers from the same self-limiting perception that characterises it in schools: that it is a "community language" of interest only to Australians of Arabic background. This is a matter of concern and may well be an important area for specific research.

9.1.4 *Greek*

Modern Greek was introduced into 4 further institutions in 1990 (University of N.S.W., University of Melbourne, Victoria University of Technology and Flinders University). Its base is clearly strongest in Victoria and N.S.W. Again, as with Arabic, there is little evidence that Modern Greek has yet attracted, to any real extent, students other than those of its own background.

9.1.5 *Russian*

Russian has been taught in Australian schools and higher education institutions for many years. Notwithstanding this, it shows only limited growth in real terms, despite its being introduced in 1990 at the University of Adelaide and at Flinders University. The Review Panel gained the impression that Russian continues to suffer from the perception of its being a difficult language, taught by conservative methods. This mirrors its general perception at the school level.

9.1.6 *Spanish*

Spanish is also a difficult language to categorise. On the one hand, it is one of the world's major languages, in terms of native speakers. It is argued by some that it is "the world's fastest growing language". On the other hand, it has suffered, in the Australian educational curriculum, from the confusing perceptions that as a "foreign" language Spanish is of little or no relevance to Australians in commercial terms and, as a language of South American migrants it is of little or no relevance beyond that of mother tongue maintenance for students of this background.

Obviously, the strongest potential base for Spanish is one which recognises *both* its local and international relevance. Spanish has a strong base in particular institutions, such as the University of N.S.W. The Review noted with interest its introduction this year into Victoria College, the Victoria University of Technology and the University of Adelaide (through Flinders).

9.1.7 *Asian languages*

Asian languages have expanded over the whole decade generally, but especially in the latter part, and this tendency continues. Indeed, if there is one clearly observable characteristic, it is the spread of Asian languages across the higher education institutions in Australia. At least one Asian language is represented at every institution which offers any languages at all. Japanese, in particular, has spread across 28 institutions, with Indonesian in 21 and Chinese in 19. Over a very short period of time, Korean has already established a base in 8 institutions, whereas two years ago it was offered only at A.N.U. Interestingly, Korean appears to be establishing a strong base in Victoria, whereas the largest Korean community is in Sydney. Korean has, as yet, no base in Tasmania, Western Australia, South Australia or the Northern Territory.

There are some signs of re-kindled interest in Indonesian, which at both the school and higher education levels had been declining significantly since the 1970s. Introduced (or re-introduced) in 1990 at the University of N.S.W., Charles Sturt University, Queensland University of Technology, Western Australian College of Advanced Education and the University of Tasmania, Indonesian is now offered in some 21 institutions, across all States and Territories.

In 1988 Thai was available only at the Australian National University. It has been introduced in 1990 at both the Victoria University of Technology and Monash. The Review Panel has heard frequent reference to the growing relevance of Thai.

Vietnamese seems so far to be regarded largely as an Asian community language, of interest only to students of Vietnamese background. This is certainly the case at school level, and it will be interesting to observe whether its rationale and viability at the tertiary level extend beyond this perception. Despite the significant Vietnamese "community" in Sydney, it is offered in only one institution in N.S.W., the University of Western Sydney.

9.1.8 *Indian Languages*

Indian languages have a very limited base, largely restricted to the University of Sydney (Bengali, Hindi/Urdu) and A.N.U. and Melbourne (Hindi/Urdu). In each institution they seem to depend almost totally on the personal interests, background and commitment of a particular lecturer and attract only very small numbers of students. Indian languages are largely ignored by the Australian community and are regarded as being of little significance in mainstream education.

9.1.9 *African Languages*

No African languages appear to have (or ever to have had) any representation in higher education institutions anywhere in Australia. Though this is understandable from a local perspective, there are African languages, such as Swahili, which have widespread status as a lingua franca and are represented in institutions at Professorial level elsewhere in the Western world (e.g. University of London).

9.1.10 *Pacific/Oceanic Languages*

No Pacific/Oceanic languages appear to be taught at award level in any Australian higher education institution. Given our geographic situation, our colonial/administrative links with Papua New Guinea and our own multicultural dimensions, this seems a surprising omission. A case could reasonably be argued for some tertiary base for at least the major languages of Papua New Guinea and the languages of our Pacific neighbours such as Fiji, Tonga and Vanuatu. A case could also be argued for some teaching of Maori.

9.2 *LANGUAGE DISTRIBUTION BY STATE AND TERRITORY*

In 1990, the distribution of the languages offered in higher education institutions by State and Territory is shown in Table 2.

Table 2. Language Distribution by State and Territory, 1990

	Total	ACT	NT	QLD	NSW	VIC	TAS	SA	WA
Japanese	28	2	-	6	7	6	1	2	4
Italian	26	1	-	3	6	8	1	4	3
French	22	1	-	4	7	3	1	3	3
Indonesian	21	1	1	4	5	5	1	2	2
Chinese	19	2	-	3	5	5	-	2	2
German	19	1	-	2	8	3	1	2	2
Greek	14	-	-	-	5	6	-	2	1
Spanish	12	1	-	-	4	4	-	2	1
Korean	8	1	-	2	1	4	-	-	-
Russian	8	1	-	1	2	2	-	2	-
Arabic	7	1	-	-	2	3	-	1	-
Vietnamese	7	1	-	-	1	3	-	1	1
Hebrew	3	-	-	-	1	2	-	-	-
Hindi-Urdu	3	1	-	-	1	1	-	-	-
Serbo-Croatian	3	-	-	-	1	2	-	-	-
Ukrainian	3	-	-	-	1	1	-	1	-
Thai	3	1	-	-	-	2	-	-	-
Macedonian	2	-	-	-	1	1	-	-	-
Dutch	2	-	-	-	1	1	-	-	-
Polish	2	-	-	-	1	1	-	-	-
Portuguese	2	-	-	-	-	1	-	-	1
Turkish	2	-	-	-	-	2	-	-	-
Bengali	1	-	-	-	-	-	-	-	-
Czech	1	-	-	-	-	1	-	-	-
Irish	1	-	-	-	1	-	-	-	-
Javanese	1	-	-	-	-	-	-	-	-
Lao	1	1	-	-	-	-	-	-	-
Latvian	1	-	-	-	-	-	-	1	-
Lithuanian	1	-	-	-	-	1	-	-	-
Occitan	1	-	-	-	-	-	-	1	-
Romanian	1	-	-	-	-	-	-	1	-
Slovenian	1	-	-	-	1	-	-	-	-
Sundanese	1	-	-	-	-	1	-	-	-
Swedish	1	-	-	-	-	1	-	-	-
Tibetan	1	1	-	-	-	-	-	-	-
Welsh	1	-	-	-	1	-	-	-	-
No. of languages	36	15	1	8	22	27	5	15	10
No. of institutions	38	2	1	7	10	9	1	4	4

Overall, languages are fairly well distributed across Australia. Not surprisingly, the two States with the largest populations and most institutions are those that offer the widest range of languages, although Victoria fares better than N.S.W. both in this regard and in the frequency with which it offers them. Queensland's range of languages is not wide, but its 8 languages tend to be offered frequently. With roughly the same population and exactly the same number of institutions, South Australia appears to offer a much wider range of languages than Western Australia. Given its small size, the A.C.T. is quite rich in the variety of languages it offers. Tasmania offers 5 of the most common languages, and the Northern Territory offers only Indonesian.

It is worth noting that the comparatively wide range of languages taught in South Australia depends to a certain extent on the practice of hosting languages from institutions in other States. Cases in point are Arabic and Ukrainian at the University of Adelaide coordinated from the University of Sydney and Macquarie University respectively, and Russian at Flinders coordinated from the University of Melbourne. In South Australia, cooperation among its institutions generally is more advanced than in any other State. Although during the visits to the separate institutions the Review Panel was made aware of the difficulties in offering language programs across institutions in the "outreach" mode (20.1.6.2), the models developed in South Australia can be of interest to other States.

9.3 *STUDENT ENROLMENT IN LANGUAGES BY STATE AND TERRITORY*

In 1990, the total student enrolment in modern languages in Australian institutions of higher education, measured in EFTSU (Equivalent Full Time Student Units) was 7,288. Table 3 gives the breakdown by language and by State and Territory.

Table 3. Languages and Student enrolment by State and Territory, 1990

	Total EFTSU	ACT	NT	QLD	NSW	VIC	TAS	SA	WA
Japanese	**1,998**	162	-	410	501	544	58	129	194
French	**1,295**	58	-	160	553	252	19	151	102
Italian	**885**	14	-	45	310	292	19	110	95
German	**764**	29	-	100	335	156	21	87	36
Chinese	**587**	62	-	127	111	152	-	60	75
Spanish	**428**	22	-	-	154	140	-	96	16
Indonesian	**408**	25	8	99	58	102	1	41	74
Greek	**392**	-	-	-	124	222	-	44	2
Russian	**168**	13	-	70	40	45	-	?	-
Vietnamese	**70**	?	-	-	11	53	-	5	1
Arabic	**58**	5	-	-	32	22	-	-	-
Hebrew	**55**	-	-	-	20	35	-	-	-
Korean	**48**	5	-	26	?	17	-	-	-
Serbo-Croatian	**25**	-	-	-	24	1	-	-	-
Thai	**19**	12	-	-	-	7	-	-	-
Bengali/ Hindi-Urdu	**16**	10	-	-	6	-	-	-	-
Polish	**14**	-	-	-	13	1	-	-	-
Ukrainian	**13**	-	-	-	11	2	-	?	-
Turkish	**11**	-	-	-	-	11	-	-	-
Swedish	**10**	-	-	-	-	10	-	-	-
Macedonian	**8**	-	-	-	8	?	-	-	-
Dutch	**7**	-	-	-	?	7	-	-	-
Portuguese	**3**	-	-	-	-	3	-	-	?
Slovenian	**3**	-	-	-	3	-	-	-	-
Czech	**1**	-	-	-	1	-	-	-	-
Lao	**1**	1	-	-	-	-	-	-	-
Lithuanian	**1**	-	-	-	-	1	-	-	-
Total	**7288**	**418**	**8**	**1037**	**2315**	**2075**	**118**	**723**	**595**

Languages not listed in Table 3 are those for which no student enrolment figures were available. A "?" within the table also indicates unavailable data.

In 1990 by far the most widely learnt language was Japanese, with enrolments just under 2,000 EFTSU. It was followed by French with almost 1,300 enrolments, then by Italian, German and Chinese. Indonesian, Spanish and Greek came next, with EFTSU around 460-400. In the middle range, with EFTSU around 150-50, we find Russian, then Vietnamese, Arabic, Hebrew and Korean. Among the smaller languages, are Serbo-Croatian and Thai, then Indian languages, other Slavonic languages, Turkish, Swedish, Dutch and Portuguese.

Table 4 . Enrolments in languages as a percentage of total higher education enrolments by State and Territory, 1990 (EFTSU)

	Australia	ACT	N.T.	QLD.	NSW	VIC	TAS	SA	WA
Languages (total)	7288	418	8	1037	2315	2075	118	723	595
Higher education (total)	383838	13874	2077	60044	119265	111348	8234	31510	37486
Languages as % of higher education	1.899	3.013	0.385	1.727	1.941	1.864	1.348	2.295	1.587

Table 4 compares language EFTSU by State and Territory with total higher education EFTSU. The highest percentages of higher education students taking languages are in the ACT (3.013%) and in South Australia (2.295%) while the lowest is in the Northern Territory (0.385%). By comparison the remainder of the States are relatively homogenous, with a range from 1.941% (NSW) to 1.348% (Tasmania).

New South Wales seems to have rather high enrolments in European languages generally, and French and German in particular. It is also relatively strong in Arabic and the Slavonic languages.

Victoria has particularly high enrolments in Japanese and the East and South-East Asian languages generally, as well as the widest and the healthiest spread of community languages, notably Greek, Vietnamese, Turkish and Dutch.

Queensland is exceptionally strong in Asian languages, and has the highest enrolment of Russian, but is comparatively weak in the traditional European languages, and virtually ignores community languages.

Western Australia has high enrolments in Japanese and Chinese, average enrolments in French and Italian, but rather low ones in German. Its range of other languages is quite limited.

South Australia has healthy enrolments in French, Spanish and Greek, and average enrolments in the most commonly taught Asian languages.

The Australian Capital Territory has very large enrolments in Japanese and healthy ones in Chinese, and a good spread of Asian languages generally. On the other hand, apart from French, it has low enrolments in European languages, *viz*. German, Spanish, Italian and Russian.

The Northern Territory has only 8 EFTSU, all in Indonesian.

9.4 *LANGUAGE AVAILABILITY BY DISTANCE EDUCATION*

Distance education has for long played an important part in higher Education in Australia. Not only "the tyranny of distance" but also the difficulties encountered by significant numbers in the population have guaranteed its continuing importance. In the White Paper on higher education we read: "External Studies (or distance education) has a key role to play in achieving the Government's objectives of growth and greater equity in higher education". (DEET 1988, p.49)

Table 5. Languages available by distance education

Language	Institution
French	Western Australian C A E (not major sequence) University of New England University of Queensland (being phased out)
German	University of New England Western Australia C A E (being phased out) University of Queensland (being phased out)
Italian	University of New England Western Australian C A E
Japanese	University of New England (not major sequence) University of Queensland (future uncertain)
Indonesian/ Malay	University of New England (not major sequence) Murdoch University University College of Southern Queensland
Croatian	Macquarie University
Macedonian	Macquarie University
Polish	Macquarie University
Serbian	Macquarie University
Ukrainian	Macquarie University
Portuguese	Western Australia C A E (being phased out)
Greek (modern)	University of New England
Vietnamese	Western Australian C A E (being phased out)
Russian	University of Queensland (future uncertain) Macquarie University
Chinese	University of New England (not major sequence)

Table 5 shows the languages that were available by distance education in 1990.

Although a number of institutions are believed to be considering the introduction of particular languages in the distance education mode in the near future, the only clear commitment appears to be the introduction of Chinese in 1991 by the University College of Southern Queensland.

These details show that distance education in languages other than English is, to say the least, not very widespread in Australia at the higher education level. Figures supplied by DEET indicate that in 1990 LOTE accounted for an Australia-wide total of no more than 366 EFTSU - a mere 1.59% of the total distance education EFTSU of 23,065. This represents a decline of 5 EFTSU on the 1989 figure but is 14 EFTSU more than the figure projected for 1993 in the DEET Educational Profiles Data Collection for the 1991-1993 triennium. Moreover, as table 6 indicates, LOTE distance education is not only at an appallingly low level and declining in absolute terms. It is declining at a time when distance education is showing significant expansion, actual and predicted.

Table 6. LOTEs in Distance Education: Student enrolment

	LOTE EFTSU	ALL DISTANCE EDUCATION EFTSU	LOTE AS % OF ALL DISTANCE EDUCATION
1989	371	21078	1.76
1990	366	23065	1.59
1991	355	23245	1.53
1992	352	23541	1.50
1993	352	23949	1.47

In 1990 75% of LOTE EFTSU was located in New South Wales, principally at the University of New England. There was no LOTE by distance education offered by any institution in Victoria or the A.C.T. Fewer than 5 EFTSU were to be found in both South Australia and Tasmania, and only 12 in Western Australia. In the most decentralised State, Queensland, the figure was 68 EFTSU, but the educational profiles of institutions project that this will decline to 29 in 1993.

Table 7. LOTE EFTSU BY State and Territory in Distance Education

	QLD	NSW	ACT	VIC	TAS	S.A.	W.A.	N.T.
1990	68	274	0	0	4	3	12	5
1991	54	273	0	0	0	3	19	6
1992	39	274	0	0	0	3	28	8
1993	29	274	0	0	0	3	36	10

The above figures show that there is a growing tendency for LOTE distance education to be concentrated in New South Wales and specifically at the University of New England. From 1990 to 1993 the percentage of LOTE EFTSU in the University of New England will grow from 60% to 64% and N.S.W.'s share from 75% to 78%.

These statistics are particularly worrying when it is remembered that the University of New England teaches a full range of courses by distance education only in European languages (French, German, Modern Greek, Italian). Offerings in Japanese, Chinese and Indonesian are all at the elementary or introductory level. The other NSW LOTE provider, Macquarie University, offers only Slavonic languages by distance education. It is clear that the LOTE area is one which is proving singularly unattractive to DECs and non DECs alike. This lack of enthusiasm may be attributed to two factors:

a. the lack of experience among DECs in the LOTE area (with the notable exception of UNE);

b. the reduced funding that non DECs are to receive for their distance education courses channelled through a DEC (85% reducing to 75%).

c. bureaucratic difficulties encountered by both DECs and non DECs in the negotiation of student load and in arranging payment of HECS charges.

With regard to factor b., it is not surprising that the proportion of distance education LOTE EFTSU held by non-DECs is projected to decline from 32% in 1990 to 22% in 1993.

It was doubtless for reasons of this order that, for 1990 and 1991, DEET provided from the National Priority (Reserve) Fund a total sum of $700,000 to produce language packages suitable for distance language teaching in seven Asian languages: Japanese, Chinese, Indonesian, Korean, Thai, Vietnamese and Hindi. These packages are to cover a three year undergraduate course and "will be available to all higher education institutions for the cost of physical reproduction and an appropriate contribution to cover the costs of on-going maintenance. The licensing and sale of these materials to private providers and overseas for profit will also be possible."

General oversight of this project is in the hands of a sub-committee of the National Distance Education Conference but the responsibility for management has been given to the University of New England. Following a call for tenders, preparation of the various language packages was allocated to the following institutions:

Japanese	Monash University
Chinese	Macquarie University
Indonesian	Northern Territory University
Vietnamese	Victoria University of Technology, Footscray
Thai and Hindi	Australian National University
Korean	Swinburne Institute of Technology

Because of their perceived higher national priority, the first two languages were allocated higher relative funding than the others, so that they might be completed first. It is anticipated that more money may be made available in subsequent years to allow the completion of the other packages.

Although this is a highly desirable initiative from DEET and NDEC to fill an obvious gap in language provision, there are a number of difficulties that have emerged. These are highlighted by Professor Roland Sussex in a consultancy commissioned by NDEC on "Distance Education and Technology in Language Teaching":

- the funding is wholly insufficient
- insufficient attention has been paid to the necessity for researching key unresearched areas of distance language teaching, including the nexus between technology and language learning, and the co-ordination of distance, indirect-distance and face-to-face teaching
- it appears to us that the development of courses does not allow for sufficient multi-media course and learning support, for which major planning and co-ordination are required
- there is a lack of general agreement about levels of language attainment and suitable levels of materials for tertiary level
- there has been insufficient market research to ensure an economy of scale

Professor Sussex concludes: "We fear that the initiative will not deliver results of adequate quality; that the full range of expertise in Australia is not being exploited; and that the initiative may soon have to be redone and rethought." (Sussex 1990a, p.97)

Professor Sussex may be unduly pessimistic in his prognosis - only time will tell - but his remarks serve to highlight some of the shortcomings in the provision of LOTE learning possibilities in the distance education mode.

Given the national needs for high quality LOTE teaching identified in Section A of this report, the situation in distance education is a cause for considerable concern. The expected growth in demand from areas such as business, trade and tourism will doubtless spill over into distance education, if only because many businessmen find it difficult to attend courses at set times. However, at least in the short term, the greatest demand will doubtless be in the area of teacher training.

Now that almost all Australian States are moving to include a LOTE as a mandatory element in the primary and/or secondary curriculum, it will be necessary to train or retrain large numbers of language teachers. One indication of the extent of this problem is that in N.S.W., because of a paucity of teachers, it will not be possible until 1996 to make mandatory even 100 hours of LOTE instruction for every secondary pupil.

LOTE teacher supply is consequently a serious problem for the whole educational system and it is clear that considerable demands will be made on the distance education network. At the moment there appears to be only two courses specifically on language pedagogy available by distance education in Australia: the Graduate Diploma in Applied Linguistics offered by the Northern Territory University and the Graduate Diploma of Arts (Language Studies) offered by the Western Australian College of Advanced Education. Moreover, as we have seen in the statistics quoted above, the distance education language network, even for the languages of national priority, is extraordinarily limited. The situation of Asian languages is quite appalling and shows no immediate signs of improvement.

Distance education has not only much to offer in satisfying national needs for the priority languages. It is also the best hope of preserving many of those languages of lesser demand that are valuable for a whole range of academic, cultural, economic and strategic reasons.

The situation of Slavonic languages at Macquarie University provides a pattern which should be extended to include all languages of lesser demand for which there is nevertheless a perceived need. Up to now the numbers of internal students wishing to study one or more of the Slavonic languages on offer at Macquarie have been insufficient to support their continuation. However, making them accessible across Australia through the distance mode has, together with some support from the local ethnic communities, allowed them to survive. It would be highly desirable if such languages as Dutch, Swedish, Maltese, and Portuguese, currently under threat in various institutions in Australia, could be given a better chance of survival by being offered through distance education, if possible avoiding the necessity of community funding. As suggested in the Ingleson Report, Asian languages of low demand could be introduced into the higher education system in similar fashion.

Such a suggestion poses a considerable challenge to the current distance education system. It is highly unlikely that any of the current DECs (with the possible exception of U.N.E.) would be willing to offer any of these languages, not only because of the low student numbers but also because the academic expertise tends to lie in non-DECs. Non-DECs, on the other hand, have little incentive to maintain or to introduce these languages because of the reduced funding that they will receive, whether they offer them through a DEC or independently.

Distance education may also provide a partial solution to the problems being faced by some providers of specialised courses in interpreting and translating. It is unlikely that training in interpreting would, under present conditions, be feasible, but training in translating would lend itself readily to the distance mode. Resource difficulties currently being encountered by institutions like the University of Western Sydney (Macarthur) could be partially alleviated by such an approach, provided that satisfactory incorporation into the distance education network can be achieved.

In his consultant's report to NDEC Professor Sussex makes the point that little is known about the relative effectiveness of distance education:

> Relatively little is known about study habits and effectiveness including assessment and self-assessment, under distance learning. Nor is enough known about managing such courses (Sussex 1990a, p.xvi).

Information gathered by members of the Review panel confirms this finding and suggests the urgency of well-directed research.

The problem is compounded in the area of languages, especially difficult Asian languages, by the uninformed attitudes held by many people in the community. Believing that mastery of a language is simply one "skill" among many that can be relatively easily acquired by an intelligent person, they hold unrealistic expectations of what can be achieved in a short time. Members of the Review have encountered several examples of most unfortunate policies based upon such ignorance.

There appears to be general agreement among experts that Chinese, Japanese and Korean require more than the normal three years of undergraduate study for reasonable levels of fluency in reading and speaking to be acquired. Experience in the U.S.A. suggests that 2,400 hours of full-time intensive instruction are needed to acquire minimal professional competence. This would allow the learner to engage in simple conversations, conduct elementary business and read newspapers. To reach this level by distance education would obviously require many years of study, assuming access to adequate technology. Given the current importance attached to communicative competence in the target language, teachers would need to reach this level to be considered minimally proficient.

The Review agrees with Professor Sussex's general conclusions that a stress on high quality teaching and materials needs to be maintained at all costs and that there should be concentration on the production of good materials rather than on the production of neat saleable course packages.

10. AIMS & OBJECTIVES OF TEACHING PROGRAMS

10.1 *AIMS*

The Review Panel attempted to elicit the documented or at least the implicit aims of language departments through the first question of its Questionnaire or Heads of Language Departments (Appendix 8). Responses were exceedingly diverse and defied all efforts at statistical quantification. In only 16 of the 84 departments surveyed was a specific mission statement supplied. In many cases it became clear that fundamental departmental emphases were to be found more reliably in the later statements on curriculum priorities and on expectations that staff had of students. It was, however, possible to distinguish three broad categories of responses.

The first category consisted of responses from heads of departments who resisted precise formulation of aims. One head of department said: "We do not believe in statements of high-flying aims and objectives that leave the practice far behind, but in empiric achievements." Another head bemoaned the fact that a previously enunciated statement of aims and objectives had not produced needed staff or funds and concluded: "I doubt the wisdom of further exercises in PR of this kind." While not being so forthright as this, other heads of department were obviously less than convinced of the utility of specific aims. Some of them stressed the flexibility and generality of their courses and proposed aims that were so comprehensive as to be virtually meaningless. In general, language, literature and culture were seen as inseparable in the overall teaching program.

A second category, probably related to the first, consisted of responses which merely listed the activities in which the department was engaged and left the reader to deduce from this list the underlying aims of the department.

The third category consisted of responses which proposed aims that were generally speaking quite specific and clear. Most tended to stress communicative competence above all else. These responses were much more commonly from departments of Asian languages than European languages. There are probably two main reasons for this: Asian languages are often taught in professional faculties such as commerce or education and have a corresponding emphasis in their aims; and the perceived linguistic difficulty of Asian languages (except perhaps for Indonesian) tends to produce a single-minded focus on language competence. The Japanese Studies Unit of the Department of Economics in the University of Western Australia, for example, teaches the

Japanese language "as a complementary part of the professional education of students in economics, law, engineering, sciences, history and other academic disciplines".

(Former) colleges were, in almost all cases, much more specific in their aims than universities. This phenomenon is to be explained by the traditional "applied" emphasis of CAE courses, which have usually distinguished themselves from the general educational aims of university Arts courses. At the Victoria University of Technology, Western Institute, "the purpose of languages is to prepare students to be able to use Spanish (or use future languages introduced) in a profession of their choice". At Victoria College the purpose of the course is "to provide language and related courses aimed at vocational outcomes for the students".

The Review Panel understands the reluctance of many departments to be quite specific in their statement of aims and objectives. The underlying fear seems to be that undue specificity will threaten the traditional and admirable humanising aspects of study of another language and culture and reduce language study to a mere technique. Professor Comin of Flinders University expressed this succinctly and positively: "It is my firm belief that this nation needs as many intellectuals as technicians: university language departments can combine both orientations and produce graduates that are both intellectuals and technicians."

While respecting such sentiments as these, the Review Panel is convinced of the current necessity for all language departments to produce a clear statement of aims and objectives that are quite specific in nature. It sees no contradiction between such a statement and respect for traditional values. The pressing need in 1991 is for a clear statement of aims and practice so that rational expansion and coordination of language study may be possible.

In the first place, government, private and, increasingly, university funding nowadays tends, to depend on the ability to justify the use of the funds provided. Such strict accountability may be unpalatable but it is a fact of life. It is extremely difficult to be accountable without having relatively specific criteria for success. In the area of language competence this fact underlines the necessity of a nationally accepted system of language proficiency assessment.

In the second place specific aims are extremely useful for the public relations exercises in which departments are more and more frequently called upon to participate. Most academics in language departments are unaware of the extraordinary ignorance of people in the community, including the most influential, about the activities of higher education language teachers. Many people believe that nothing has changed in language teaching since the usually unhappy lessons of their youth. If this ignorance is to be dispelled, if language competence is to be accepted as normal in more areas of our national activity, and if prospects of more funding are to emerge, language departments must be more ready to display their wares in an easily comprehensible fashion.

In the third place, aims and objectives need to be more specific if languages are to spread more widely through the campuses and become a normal part of professional courses. The ignorance of academics in other areas of the campus is often as abysmal as that of the community as a whole.

In the fourth place, one of the worrying findings of the Review was that perceptions of departmental emphases held by students do not always correspond to those held by staff (10.4.1, appendix 9). According to staff perceptions the most highly rated objectives of their departments were reading, oral/aural proficiency and appreciation of a society and culture. The students see writing and translating/interpreting as having much greater emphasis in their departments, and oral/aural proficiency having much less, than do the staff. Clearly, what is a fairly strongly oral/aural course in the eyes of the staff is a fairly strongly written one in the eyes of the students. The perceptions of current students tend to be mirrored by those of recent graduates (Appendix 8). Such misunderstandings would be dispelled by a clear statement of aims and objectives.

Furthermore, it is of interest to note that the Higher Education Council recently recommended that "institutions develop procedures for the periodic evaluation of the content and, particularly, the objectives and goals of their degrees and diplomas so that they can determine how closely the attributes of their graduates match their educational ambitions" (NBEET 1990c, p.19).

10.2 *CURRICULUM*

Most language departments in higher education in Australia do not teach only language. Of 84 departments surveyed, the majority teach units in literature and culture and many departments also teach linguistics, area studies, and vocationally-oriented studies. Table 5 shows the percentage frequency of the offering of non-language units by all 84 departments but also by the 74 departments that could be divided into the language categories of "European + Arabic" and "Asian".

Table 8. Teaching Programs of Language Departments (percentages)

	European + Arabic (N=51)	Asian (N=23)	All (N=84)
Linguistics	55	44	52
Interpreting & translating	27	9	24
Literature	89	79	82
Literary theory	43	4	30
History, politics or sociology	61	57	62
General civilisation/culture	78	57	74
Area Studies	40	43	44
Exclusively teacher education	27	26	

10.3 *EXPECTATIONS HELD OF STUDENTS*

When asked to indicate up to four important expectations that they had of their students by graduation, heads of department most commonly responded "a high degree of oral/aural proficiency", with the next most popular responses being "an appreciation of the society and culture of another country" and "a high level of reading competence". It is clear, then, that language departments, while not uniquely concerned with the teaching of language, do regard linguistic performance on the part of their students as a prime objective.

Cultural knowledge ranks very highly, partly because, for many respondents, it was seen as integral to linguistic knowledge.

The expectation of the achievement of reading competence was also strong in most departments, though, understandably, expectation of achievement of writing competence was lowest among departments specialising in Asian languages. Table 9 shows the percentage frequency of the expectations of students held by departments on graduation. Percentages are given for all 84 departments but also for the 74 departments that could be divided into the language categories of "European + Arabic" and "Asian".

Table 9. Departments' Expectations of Students on Graduation (percentages)

	European & Arabic (N=51)	Asian (N=23)	All (N=84)
a high degree of oral/aural proficiency	84	91	85
access to literature in the target language	60	35	51
a high level of writing competence	57	43	52
an appreciation of the subtleties of language	27	17	24
a high level of reading competence	73	74	69
an appreciation of the society and culture	73	65	71
proficiency in interpreting and translating	13	4	12
Enhanced powers of intellectual discrimination	31	26	29
vocational preparation	9	9	13

10.4 GENERAL OBJECTIVES

It is possible to identify four overall objectives for courses in modern languages in higher education: linguistic, academic, vocational and service. At present, concern for these four objectives is not very evenly distributed across departments.

10.4.1 *Linguistic*

As we have seen, departments generally recognise linguistic objectives as highly significant. It was noted in some submissions that universities have been obliged to take language teaching seriously because they are no longer able, as in the past, to assume that a large part of their student intake has studied languages before reaching university. Beginners' language courses, once judged as of doubtful appropriateness to university level studies, are now firmly established, and have had the salutary effect of generating some of the scant research which is going on into language teaching in language departments (e.g. Bloomfield 1972; McCarthy 1980, 1983).

While most departments recognise the teaching of the language as a primary goal, a number have reservations about the practical possibility of achieving high levels of proficiency given the time and other constraints under which they work. A number of departments expressed concern that their course structures did not allow even the 500-700 hours of language instruction which were deemed necessary for the achievement of a threshold level in a European language or the 2,000-2,500 hours necessary for an Asian language like Chinese. Some complained that they were having difficulty in producing people who were both highly competent in a language and intellectually mature.

The issue of who should teach the language was relevant to a number of departments. In some, the teaching of language was seen as the province of junior, temporary or part-time staff, whereas in others there was a policy that all members of the department's staff should share in the language teaching. In some institutions where language teaching was a part of area studies courses, the staff employed to teach languages were social scientists. Few departments had any senior staff appointments that were primarily for language teaching. Opinions were divided as to whether or not applied linguists should be appointed to all language departments as specialists in language teaching and in research into language teaching.

10.4.2 *Academic*

Australian universities have a record of achievement in the academic study of modern languages which is sometimes better known overseas than at home. A submission from Melbourne University commented:

> A number of members of the traditional language and literature departments have achieved recognition for their distinguished contributions to scholarship in countries where the study of language and literature as a cultural activity is valued more highly than is often the case in Australia.

There has been a longstanding commitment to scholarship in literature and civilisation in modern language departments in Australia, and to some extent this academic tradition perceives itself as an alternative to the focus on language learning. Defending this tradition, a leading academic argued in the sixties:

> [...] to make practical language proficiency a prime objective and to construct some of our courses accordingly [...] we would lose other things we value more highly [...] the university language department, in my experience at least, will have a chance of thriving and making a vigorous contribution to liberal education only if it is a community of scholars drawn together by their involvement in the critical study of one aspect or other of the language-literature-civilisation complex. (Jackson 1968, p.6)

Questionnaire responses suggest that language proficiency *has* been adopted by many departments in the nineties as a prime objective, and there are also strong arguments being advanced in support of a wider conception of the academic role of the modern language department. For example, a member of a university French department has argued:

> [...] no longer is the study of French an extension of some 19th century imperialist mentality which would have an English-speaker believe that in order to gain access to the other "half" of the world not culturally colonised by or tied to English-speaking powers, he had only to learn French, the language of "culture", "diplomacy", and "politesse". Instead, the study of French, along with that of languages such as German, Russian, Spanish, Chinese, Italian, Greek or Japanese, has many facets: providing a way of appreciating similarities and differences between the learner's culture and that of his neighbour or work colleague (sociological), of talking to that person, at least part of the time, in the language with which he is most familiar (communicative); of reading newspapers, scientific articles or reports, and listening to radio or viewing television (informative); of examining how another language system works and seeing how that system represents reality (linguistic); and also of appreciating the literary, philosophic, religious and artistic expression of a people (artistic). (McCarthy 1980, pp.20-21)

In view of the shift of thinking which has taken place with respect to objectives in university language courses, added to the overall orientation of higher education to objectives which contribute to the national economy, many staff in language departments are concerned lest the pendulum should swing too far away from the traditional cultural orientation of language courses towards an orientation which has variously been described as "instrumental" (Macquarie University submission), "training" (Richards 1989), "language in isolation" (Murdoch University oral submission), "utilitarian" (La Trobe University submission), or "foreign language as a tool" (Jackson 1968, p.5).

In the opinion of the Review Panel, it is important that the value of traditional academic language study focused on literature and civilisation should not be overlooked. At the same time, it must be recognised that a broadening in the objectives of language courses in higher education has taken place and that literature does not provide the only academic focus for language study. Some academic courses conducted by modern language departments can be expected to be grounded in literature and civilisation; some in area studies; some in anthropology and linguistics; and some in communication, where, as at the South Australian CAE, "literature is used as a means of increasing students' power in the language".

10.4.3 Vocational

A degree in modern languages can enable a person to enter a range of professions in which the language as such may or may not be an indispensable skill. There are two professions in which the use of the language itself is central and in which employers may impose demands on higher education institutions which need to be met as a condition of professional registration. These professions are language teaching and interpreting/translating.

Despite the potential importance of these professions to students specialising in languages in higher education, the institutions as a whole do not give them high priority. Table 8 shows that, of the eight areas of teaching concentration, apart from languages, which heads of department were invited to comment on, those in which the response was lowest were "courses exclusively for teachers" and "interpreting and translating". Table 9 shows that, of the nine areas in which teachers were invited to comment on their expectations of the competence of their graduates, those listed by far the lowest were "vocational preparation" and "interpreting and translating".

It was observed by members of the Review Panel in the course of their visits to institutions that relations between language departments and departments responsible for teacher preparation were often not close. Moreover, there was often a gap between students' language training and their teacher preparation, with staff of language departments having little to do with the latter. Some institutions reported that there was inadequate coordination between them and the teacher employing bodies responsible for teacher appointments. University qualifications were sometimes misinterpreted and graduates given appointments unsuited to their language qualifications. The whole question of teacher education is treated in greater detail in chapter 17.

With respect to interpreting and translating, institutions have found it impossible to sustain specialist courses in the absence of external funding. Costs are high and employment prospects for graduates low. At the same time, where appropriate additional funding has been secured, high level vocational specific courses are being developed (McLaren and Tebble 1990).

The problems higher education institutions face in sustaining viable courses that conform to the guidelines of the National Accreditation Authority for Translators and interpreters (NAATI) are well known to NAATI, which has raised with institutions the possibility that interpreter/translator education be "deregulated". This option has not been taken up for the time being. It is unlikely that the problems facing interpreter/translator education will be overcome unless there is:

- a degree of rationalisation to define which institutions will be involved a what levels and in what languages;
- an ongoing commitment of special purpose funding to the appropriate institutions;
- most importantly, an attempt to eliminate sub-standard interpreting and translating in the public and private sector and to ensure that only fully accredited Level III professionals are employed by government.

10.4.4 *Service*

There has long been resistance within language departments to the idea of providing a support or service role to other departments (e.g. Jackson 1968). This has been associated with, among other things, a concern for the traditional academic objectives of language courses and the belief that the study of language in a higher education context is primarily a self-justifying enterprise.

There is, however, evidence that in many institutions there has been a shift of position on this matter. This view was explicit in the submission from Melbourne University, which noted: "There is a growing awareness within the University that foreign languages should also serve the interests of other departments and faculties." A number of submissions suggested that departments had benefited from orienting themselves towards other disciplines. They had increased in flexibility, carried out innovative course development and achieved expansion by tapping a new source of highly motivated students.

Disciplines from which the demand for supporting language studies has been strongest are business, economics and law. Successful supporting language programs have been conducted with students from engineering and medical science, and other programs are proposed with computing science and agricultural science. It is important to note that the attractiveness of these courses to students lies largely in their relevance to the fields of professional study from which the students come and in their communicative objectives. Less specifically targeted units in such areas as Reading German or Science French have attracted less student interest.

The status of service courses of this kind varies from institution to institution. In some institutions, fully accredited double degrees are available; in others language departments do not recognise units with an orientation to another discipline (e.g. Business French) for credit towards language majors.

It is the view of the Review Panel that the time has come to recognise the legitimacy of appropriately designed service language courses as academic programs with the potential to fulfil major social and professional requirements.

The Review Panel believes that higher education should offer modern languages which address diverse objectives. While all courses should share in the aim of developing and enhancing competence in the use of the language, not all courses can or should concentrate equally on the other objectives, which we have labelled academic, vocational and service. There is room for the coordinated development within higher education of courses of all three types. At present increased emphasis should be given to vocational and service courses.

11. INSTITUTIONAL STRUCTURES FOR LANGUAGE STUDIES

11.1 *STUDENT ACCESS TO LANGUAGES*

Higher education institutions provide access to languages by means of both award and non-award courses. Award courses at both undergraduate and postgraduate levels are the norm but very substantial provision for language study is made by extension services in some institutions. For example, at the University of Adelaide there are 50 language classes and 1,200 students meeting weekly for courses which can continue over three years. The Institute of Modern Languages at the University of Queensland has a long and distinguished history and has recently moved into distance education. The Institute of Languages at the University of New South Wales and the Insearch Language Centre at the University of Technology, Sydney also attract large numbers to a variety of non-award courses, as does the Continuing Education Program in languages at Macquarie University.

There is, however, often no formal link between the language programs provided by the extension service and those provided by the academic departments of the university. This is despite the fact that it is not uncommon for staff from academic departments to be employed to teach extension courses in languages. Such links have developed to some extent at the University of Queensland and are strongly encouraged by the Review Panel.

Some universities have a Language Centre or an Institute, one of the functions of which is to provide on demand fee-paying courses in languages. Usually courses offered through such Centres or Institutes have no direct relation to the academic awards of the institution, although they may be of high quality. It is recognised in some quarters that there would be advantages to students and to the institution if appropriate courses offered by these Centres or Institutes attracted credit for normal awards. The Review Panel agrees with this view and encourages appropriate credit transfer.

11.2 *UNDERGRADUATE STUDIES*

11.2.1 Language Major

The basic provision usually offered by language departments is a "major" in the language, extending over three years of full-time study and generally taking up between one third and one half of the study units required for a first degree. The major usually involves sequential studies in the language, accompanied by approved supporting studies in one or more areas. The structure of the major itself may be completely prescriptive, or it may entail a core (usually with a component of language improvement) and elective studies (which may include literary, linguistic, media or cultural studies).

Most departments make provision within language majors for beginning students as well as for those who have studied the language to school leaving level (where applicable).

For some institutions the standard major is that which commences at post-school-leaving level, and beginners cannot be admitted to it unless they achieve that entry level. This may be done either by taking appropriate beginners' units within the department (which may attract credit towards the award but not the major) or by taking prescribed studies within an institute or other body.

Other departments credit beginning language study towards the major. Of these departments some allow for different study paths and exit levels for students who were complete beginners and for students who were not; others require beginners to merge with the other students after a given period of study which may range from one semester to two years.

Except where intensive study provisions are made for beginning students, their retention rates in the majors tend to be low. In the case of institutions which regard their majors as commencing from beginner level, students with the equivalent of school leaving level in the language may be exempted from up to one year of study towards the major.

The Review Panel is concerned at the lack of comparability of language majors across institutions. This makes it difficult for intending students, employers and the general public to have any clear expectation of what the demands and outcomes of a degree in languages are. It is, of course, important that flexibility be retained and that the distinctive needs of different institutions be respected. However, some clearer idea of the anticipated entering and exiting proficiency levels should be given.

11.2.2 *Integrated Major*

A second kind of major is one which integrates language studies with studies in other fields, usually requiring a selection of language and non-language units to be made. Such is the pattern for degrees in area studies and in interpreting and translating. In the case of the latter, courses receiving NAATI accreditation are required to allocate a particular amount of time to language studies, interpreting and translating theory and practice, and cultural and social studies.

One problem with integrated major programs involving languages is that, since many institutions are under constraints to limit contact hours, the time available to languages is severely limited. In consequence it is difficult for adequate language proficiency levels to be reached. To remedy this, some institutions are increasing the length of integrated programs from three years to four years.

Education degrees are a special cause for concern. In the past, the most common path of professional preparation for language teachers has been by way of a specialist degree in languages, followed by a Diploma in Education. Alternatively, it was possible to take a three year Diploma of Teaching with a language major, followed by a fourth year to a Bachelor of Education. A recent trend has been towards a three year Bachelor of Arts (Education), which provides a three year preparation for either primary or secondary teaching and in which the time available for study of the language is very limited. Staff responsible for language teacher preparation have expressed concern that this new structure does not provide sufficient exposure to language study for intending language teachers. In particular, there is no way in which the new structure can accommodate to the growing need for primary specialist language teachers, since the expectation is that all primary teachers will receive generalist training, with very few hours available for specialist study. Moreover, some staff have argued that the *content* of language courses for intending teachers needs to be distinctive. This is a requirement which, with the present pressures towards rationalisation, most institutions find hard to meet.

11.2.3 *Parallel Major*

Most institutions teaching languages have some provision for a language to be studied as a parallel major, that is, for the language to form part of a "double major" within a degree. This is almost standard practice within arts degrees and may be encouraged by employing authorities. For example, at the University of Western Australia we were told that French and History or French and Philosophy were preferred combinations for students seeking to enter the diplomatic service. In the Ministry of Education in Western Australia, language specialists are required to have a non-language teaching specialisation as well.

In degrees in other faculties "double majors" involving languages are less common because of the time demands of professionally oriented course components.

11.2.4 *Parallel Minor*

It is often possible for students majoring in other areas to study languages alongside their other field, but not at the same level of intensity. Such studies may be designated "minor" or "sub-major". They are currently in strong demand from students taking degrees in Business, the language most commonly sought being Japanese.

11.2.5 *Electives*

A smaller component of language study can be available through taking one or more elective units in a language. Although the exit level from such studies may be much lower than from major or minor studies, they are increasingly popular and account for a significant part of the teaching of some language departments. At Murdoch University three times as many students are studying a language as are doing a major in it. At Footscray Institute of Technology 80% of students in electives in Japanese and Thai come from the Department of Business. Institutions do not necessarily offer specific purpose courses for such students, but there would appear to be increasing justification for them to do so.

11.2.6 *End-on Language Courses*

The demand for a significant component of language study within higher education may exceed the capacity of degrees within the present structure to accommodate it. There are various ways of responding to this situation. One, which has not commonly been attempted in Australia, is to provide for language studies to be taken end-on to other studies for a separate award (see 11.3.4). In a sense, this is done where students prepare for teaching by taking first a bachelor's degree, majoring in the language, and then a Diploma in Education. In most parts of Australia students of Law first study in another faculty for a degree which may contain a language major. In some countries overseas this also happens with Medicine. However, it is also possible for the language study to follow the professional study. One way in which this has been attempted is to provide a Graduate Certificate course in a language to upgrade the language skills of teachers (see 11.3.5). Further initiatives of this kind, perhaps longer and more intensive, will be needed to meet the linguistic requirements of a range of professionals.

11.2.7 *Double Degrees*

Another way of increasing the access to language studies of students also requiring other specialisations is to provide "double degrees". A student is able, by concentrated study in a specially modified program, to meet the requirements of two degrees in less than the time it would require to take the degrees in succession. For example, at Monash University, it is possible to combine a degree in a language with one in Law or in Engineering, and this provision is soon to be extended to Economics and Science. At the Victoria University of Technology (Footscray), a Bachelor of Business/Bachelor of Arts (Italian) combination is offered. At the University of Wollongong a B.A. (Japanese)/ B.Comm. is planned. It is noteworthy that the growing trend towards the offering of double degrees underlines the perceived relevance of language studies from the perspective of other disciplines. If language departments are to respond to this, the content and approaches of their teaching will need modification.

11.3 *HONOURS AND POSTGRADUATE STUDIES*

11.3.1 *Honours*

Research-oriented studies end-on to undergraduate study in modern languages may be taken by means of honours courses in 21 of the 40 institutions surveyed by the Review. Some institutions also distinguish an honours as opposed to a pass degree at Masters level. These will be referred to later. Honours end-on to undergraduate study is available in 15 languages: Chinese, French, German, Japanese, Italian, Russian, Spanish, Arabic, Indonesian, Korean, Hindi, Thai, Vietnamese, Modern Greek and Modern Hebrew. Although honours studies are available in 15 languages, students are currently enrolled in only 9. The strongest honours enrolments are in French, German, Japanese, Italian and Chinese, which together make up about 50% of all honours enrolments in modern languages. There is no honours course in a modern language available in the Northern Territory. Only French, German and Japanese are available in all States plus the A.C.T. Figures returned to the Review show that in 1990 there were no honours enrolments in Arabic, Korean or Vietnamese, despite opportunities being available, and only one enrolment in Spanish. Overall, in the 9 languages in which students are currently enrolled for honours, the enrolment figures per course range from 1 to 14, with the average being 4.

11.3.2 *Masters and PhD by Thesis*

18 institutions in Australia offer Masters and PhD research degrees in modern languages. The availability of such courses by State/Territory is as follows:

New South Wales	32
Victoria	28
A.C.T.	15
South Australia	12
Queensland	11
Western Australia	7
Tasmania	4
Northern Territory	0

Masters and PhD studies may be taken in 31 languages, though in the last fifteen of those listed there are, to our knowledge, no current enrolments: Chinese, French, German, Japanese, Italian, Russian, Spanish, Arabic, Indonesian, Modern Greek, Hindi, Lao, Thai, Tibetan, Urdu, Vietnamese, Latvian, Occitan, Romanian, Portuguese, Slovenian, Dutch, Modern Hebrew, Swedish and Serbo-Croatian (Separate courses exist in Serbian, Croatian and Serbo-Croatian). The languages in which Masters and PhD programs are most readily available are French, German, Italian, Japanese and Chinese.

These languages also account for the greatest number of student enrolments. It is difficult to make confident comment about student enrolment because it is impossible, in some cases, to differentiate modern language specialists from area studies specialists in the figures provided by some institutions. It does, however, seem clear that the Australia-wide figures on postgraduate student enrolments are alarmingly low in such languages as Russian, Spanish, Arabic, Indonesian, Korean and Vietnamese. It is also misleading to infer course strength from figures on course offering. One institution offering Masters and PhD courses in 15 languages has enrolments in only 5 of these languages.

From the incomplete figures we have available, it would appear that the total number of research students in languages in Australia at Masters and PhD level in modern languages is not more than 200. This figure does not include students whose enrolment is in Linguistics or Applied Linguistics.

Masters by Coursework

Masters studies by coursework may be taken in some institutions with specialisations in languages or in Applied Linguistics.

Masters degrees in languages are offered by 9 universities, all of which also offer a Masters Degree by thesis. The greatest variety of offerings and the highest student enrolments are at Sydney University, where it is possible to complete a coursework MA (MA Pass) in French, German, Japanese, Italian, Indonesian, Modern Greek and Modern Hebrew. Coursework Masters programs are also available in Chinese (Macquarie University) and Russian (University of Queensland and University of New South Wales).

Coursework Masters degrees may be offered by non-language departments (e.g. the MA Asian Studies in Applied Japanese Linguistics, offered by the Faculty of Asian Studies at A.N.U. and the MA in Applied Japanese for Business Purposes, offered by the Department of East Asian Studies at Sydney University). Such degrees often have a strong "applied" emphasis (cf. the MA Japanese at Monash which has two streams: Japanese Business Communication, or Applied Japanese Linguistics). The figures made available to the Review showed an average enrolment of 5 students in Masters programs in modern languages by coursework.

Eleven institutions offer a range of MA and MEd degrees in Applied Linguistics, many of which offer an attractive alternative higher degree path to graduates in modern languages. In many cases, graduates in modern languages possess the prerequisites to complete such a degree in one year's full time study. Where they do not possess the prerequisites, coursework at graduate diploma or post-graduate diploma level may be taken as a preparation for the Masters work. Most Masters programs in Applied Linguistics involve a coursework component, though students who have completed a post-graduate diploma or equivalent may move directly into thesis work. At Sydney University, an MA Pass may be completed with specialisation in French, Italian, German or Japanese Applied Linguistics, followed by an MA (Hons) requiring the writing of a thesis.

11.3.4 *Graduate and Post Graduate Diplomas*

Graduate diplomas which concentrate solely or predominantly on the study of a modern language are a means of providing graduates with access to a language in a relatively intensive mode from beginner level. Where backed up with appropriate technology, they can provide an efficient means of developing language competence among highly motivated and high ability learners.

The University of Melbourne offers such graduate diplomas in Russian, Chinese, Indonesian and Japanese. Monash University offers graduate diplomas in Japanese Studies and Japanese Business Communication.

More commonly available are graduate diplomas focusing on Applied Linguistics and language teaching. Such courses are usually offered in modes appropriate to teachers. They may be part-time, or external, or, as in the case of the Postgraduate Diploma in Modern Language Teaching offered by the University of Sydney, organised around a succession of inservice courses. Such courses may offer a general specialisation in the teaching of English as a Second Language or LOTE (as in the case of the Graduate Diploma of Arts (Language Studies) at WACAE or the Graduate Diploma in Applied Linguistics at Griffith University) or they may be more specific (as in the case of the Graduate Diploma in Applied Japanese Linguistics at ANU, the Graduate Diploma in Asian Languages Education (Chinese) at Murdoch University or the Graduate Diploma in Language Teaching (Japanese) at Griffith University).

Graduate diplomas have become increasingly the preferred means of offering interpreter/translator training at NAATI Level III. Victoria College offers a Graduate Diploma of Arts (Interpreting and Translating), cyclically, in ten languages. WACAE offers a Graduate Diploma of Arts (Translating/ Interpreting) in Chinese and, externally, a Graduate Diploma of Arts (Translating) in French and in German, though the latter stream is being phased out because of low viability.

Students may also access language studies as a part of graduate diplomas in more general fields of study. An example is the Graduate Diploma in Asian Studies offered by the University of New England.

11.3.5 *Graduate Certificates*

A graduate certificate, being equivalent to six months' full-time study, requires half the time of a graduate diploma to complete. It is therefore an attractive means of professional upgrading to some graduates who can make only a limited commitment to further education. In the University of Adelaide, a Graduate Certificate is offered to German language teachers, and is to be extended to teachers of French. The University of New England offers a Graduate Certificate of Asian Studies in Chinese, Japanese and Indonesian.

11.3.6 *Diploma in Education*

A Diploma in Education provides the normal means of entry for language specialists into the teaching profession. A number of Diploma in Education courses are offered though Departments or Faculties of Education in most institutions. Sometimes language specialist staff have an input into the training of language teachers through specialist methodology units in the Diploma in Education. In many cases, however, student numbers are so few that specialised methodology can be given only in the major languages (e.g. French, German, Japanese). In a number of institutions, undifferentiated language methodology courses are given.

11.4 *SPECIALIST CENTRES*

Most institutions of higher education now have associated with them specialist centres concerned with language studies. In some cases, these centres have developed around language laboratories which have progressively diversified their activities and achieved a level of independence in the offering of language courses. In other cases they have developed around teaching activities in the area of extension or overseas students' English courses. In still other cases, they have been newly established, with partial support from government and other sources, in areas where there has been an existing heavy commitment to research and teaching. Such centres may be cross-departmental, cross-disciplinary and even cross-institutional. In many cases their management is under a Director at professorial level and an advisory board consisting of senior academics and community representatives.
Significant support for the development of specialist centres has been provided by the Federal Government through its Key Centres program and through the National Languages Institute of Australia, which has been set up in the form of a network of centres, so far all located in institutions of higher education.

The specialist centres concerned with language studies in higher education are usually multi-functional, though the circumstances of their origins and development cause different functions to predominate in different cases.

The Horwood Language Centre, established in the University of Melbourne in 1971, exists essentially to provide technological backup for languages taught at the University and is used by 1500 students studying courses in twelve different languages during the academic year. It also teaches a range of intensive courses and evening courses during the university vacation. The Centre incorporates six language laboratories including multi-media and self-access facilities and a broadcast quality recording studio and a laboratory for speech analysis. It is under the direction of a manager who is an experienced language teacher.

The Centre for Language Teaching and Research in the University of Queensland was established in 1989. It incorporates the Institute of Modern Languages which was set up in 1934 and currently teaches non-award courses in 25 languages to over 2,000 students working at 6 proficiency levels. The Centre provides language learning facilities including language laboratories with 100 positions, audio and video work stations and computer assisted learning facilities, as well as a recording studio. It also provides access to live overseas telecasts through a satellite dish. The object of the Centre is "to undertake, support and facilitate research and teaching in language and linguistics". Besides the non-award language teaching activities of the IML, the Centre teaches an MA in Applied Linguistics in cooperation with the Linguistics Section of the Department of English. The Centre also incorporates the Humanities Computing Resource Unit and the National Languages Institute of Australia's Language and Technology Centre and National Data Base on Language Teaching and Research.

The Language Centre at Bond University "was created as an academic entity within the School of Humanities and Social Sciences in order to provide a coherent, research-based theoretical framework for all aspects of the teaching and learning of operational language skills in second/foreign languages". In this case, through the establishment of a language centre from the beginning, the university has been able to achieve a considerable degree of theoretical integration of all aspects of its language program, including the teaching of English as an international language and of the Japanese language, as well as courses in Applied Linguistics and Computer-Enhanced Language Learning.

The Research and Development Centres of the National Languages Institute of Australia represent foci of pre-existing research activity. Their identification and support by NLIA are highly significant in that they are making these centres of expertise into a more visible national resource for Australians concerned with language study (see also 18.4).

The Language Acquisition Research Centre (LARC), established at Sydney University with a branch at the University of Western Sydney, Macarthur campus, has a heavy focus on psycholinguistics research. It communicates with teachers in the Sydney area through weekend in-service courses and a Postgraduate Diploma in Modern Language Teaching, and disseminates its research more widely through its journal, *Australian Working Papers in Language Development.*

The Language and Society Centre, located in the Department of Linguistics at Monash University is concerned with sociolinguistic research, and in particular such issues as language policy, language shift, inter-cultural communication and bilingual education. It also incorporates the National

Centre for Community Languages in the Professions (CLIP), which carries out research and training with people working in such areas as Business. Trade, Health, Law and Community Services.

The Language Testing Centre, situated in the Department of Linguistics and Language Studies in the University of Melbourne, is concerned with assessment of all forms of language learning and teaching programs. Among its activities is the teaching of an MA in Applied Linguistics with a focus on language testing, statistics and research methods.

The Language Testing and Curriculum Centre at Griffith University, Brisbane is concerned with language proficiency testing and its relation to curriculum design and methodology. It is linked to Griffith University's Centre for Applied Linguistics and Languages, which offers a Graduate Diploma in Applied Linguistics.

A Centre for Workplace Communication and Culture is being set up in the University of Technology, Sydney and the University of Wollongong. The establishment of another Centre in Western Australia is under consideration.

The recent development and growth of specialist centres may be attributed in part to the ways in which they are able to overcome some limitations associated with the departmental or disciplinary structures which prevail in institutions of higher education. Working across departmental, and even institutional barriers, centres are able to achieve a level of cooperation which transcends traditional rivalries. It is also possible, in a centre, to provide a better level of coordination of language teaching and learning activities, or, as a submission from Bond University put it: "a research-based umbrella for all language learning and language teaching activities". Another benefit which has been pointed out is that centres, by enabling a pooling of expertise, allow the resources of participating departments or institutions to be better employed. The Key Centre for Asian Languages and Studies, which was established in 1988 at Griffith University and the University of Queensland, noted in its 1989 annual report that the joint nature of the Centre was an important strength, in that it brought about "the ability to pool the complementary skills and resources of both Universities to develop and mount new programs e.g. Korean Studies. (Sharing teaching staff has helped to reduce the initial implementation cost of this program.)" A further benefit was the ability to implement a wider range of programs than would have been possible at only one university. A further important potential benefit of language centres is that, by providing a concentration of expertise and activity in language teaching, they can raise the status of the language teaching profession within higher education institutions, or "provide genuine scholars in the area of language learning with a proper career path as well as recognition for the value of their work" (Bond University submission).

11.5 *NON-AWARD COURSES*

11.5.1 *Role and function in higher education*

Traditionally, the distinction between award and non-award courses in higher education has been quite clear in effect, if not in definition. Award courses contributed directly to a degree or diploma and attracted funding. Non-award courses did not.

The distinction has become somewhat blurred in recent years, not so much because of courses run by the institutions themselves, but because of the developing and expanding role of language centres or institutes affiliated in various ways with the higher education institutions in which they are located, or to which they are administratively attached.

As summarised in section 11.4, some of these centres are essentially research based and /or focus on applied linguistics. They tend to be closely linked with other work being undertaken in the languages area within the institutions. Others,such as the Institute of Languages (University of N.S.W) and the Insearch Languages Centre (University of Technology, Sydney), have adopted a much more entrepreneurial role, providing special-purpose language courses, often generated by requests from business or employers, and on a "user pays" basis. A certificate is awarded on successful completion of many of these courses, and virtually all are expressly proficiency focused.

With their success, they have attracted a high community profile, sometimes appearing to be more public and effective sources of LOTE study and promotion than the traditional universities and the courses they conduct.

The Review, for example, heard indications from a certain number of business people that they would prefer language graduates to come from one of these institutes or centres than from a traditional university course. Their perception was that courses undertaken at the former are more "useful" to the world of business than a "traditional degree in languages". Whether this perception is accurate is not the point. The practical communicative image that these centres project, and the ease with which they can respond to, or initiate a particular language demand, have given them a very public image in the area of LOTE education.

Furthermore, as their entrepreneurial skills and experience have developed, the courses they organise now include those for which "certificates" are awarded. These attract a certain status and acceptability, if not in the affiliated university itself, then certainly within the business community and amongst graduates themselves.

There are, in fact, signs that higher education institutions are increasingly prepared to accept for crediting purposes LOTE study successfully undertaken at a recognised centre or institute. Some new award courses, such as a Diploma in Language teaching are being developed jointly by a university and its affiliated centre.

The review strongly endorses such initiatives and is of the view that close co-operation between LOTE departments at higher education institutions and affiliated language centres or institutes can only benefit LOTE study across the higher education continuum.

11.5.2 *Institutes and Centres offering non-award courses*

The following are examples of higher education institutes and centres that offer non-award courses.

11.5.2.1 Institute of Modern Languages (University of Queensland)

The Institute of Modern Languages in the University of Queensland was founded in 1934 and lays claim to being the oldest university extension section in Australia concerned with the teaching of languages in continuing education. The original purpose of the Institute was "to provide courses in modern languages for adult students whose needs were not served by secondary schools or by the University". Currently non-award courses are offered in 25 languages by some 65 part-time tutors. Enrolments have soared in recent years: from 1,186 to 1,430 in 1988 to 2,081 in 1990. Six levels of instruction are offered, including accelerated courses of 4 hours for week on each of two nights rather than the normal two hour per week. Summer intensive courses of 20 hours per week for 2 weeks are also offered and recently courses in the distance mode for Japanese, Russian and French have been offered with self-paced learning in mind. A number of special courses for the particular needs of business and tourism are available.

Optional examinations are available for most courses and graded certificates are awarded. These have on occasions attracted credit towards degrees at the Queensland University of Technology and some other tertiary institutions. Some years ago it was recommended that 20 credit points (out of 240 for a degree) should be available through the Institute towards a degree at the University of Queensland but bureaucratic problems involving fees prevented this from being put into effect. Moves are currently afoot to revive this proposal.

11.5.2.2 Institute of Languages (University of N.S.W)

Established in 1966, this is the largest university language centre of its kind in Australia. The Institute is involved in a variety of non-award programs in modern languages, including French, German, Hindi, Indonesian, Italian, Japanese, Korean, Mandarin, Russian, Spanish and Thai. It also provides "user pays" courses in response to requests from industry, business, employers and government and non-government systems. Examples include Japanese for Airline Personnel and Certificate courses for the initial training or retraining of language teachers.

All courses are specifically designed to reflect contemporary needs in industry, commerce and higher education. The Institute has conducted such special purpose courses for Government departments such as Foreign Affairs and Austrade and for companies such as Qantas. Both individual and group tuition can be arranged and the course can take place either at the client's premises or at the Institute itself, which has extensive facilities, including language laboratories, audio visual support system and its own library.

For 1990, the Institute's course structure was divided as follows:

General Proficiency Courses

These are evening courses, intended for learners who desire some proficiency in a language for broad social and structural communication purposes. All participants are awarded a certificate of attendance. Course duration and fees were: 36 hours ($ 270); 18 hours ($ 135); 13.5 hours ($ 95).

Language and Culture Courses

These are intended for those who have already completed a minimum of 3 years part-time study or the equivalent (200 hours +). They are designed to improve functional fluency through cultural interaction in the target language. The courses, again in the evening, were for 9 weeks and the fee was $180.

Foreign Language Occupational Skill Courses

These are essentially the "special purpose", business oriented courses mentioned earlier. They included Japanese Cross-Cultural and Language Training for Executives, Japanese for Airline Personnel and a Certificate in Japanese for Hotel Reception. Fees ranged from $135 to $390, depending on course type and duration.

As indicated earlier, the Institute also conducted language teacher education courses, both for initial training and professional development purposes. These lead either to the awarding of a Certificate in the Teaching of Asian Languages, a Certificate in the Teaching of European Languages, (for initial training), or a Professional Development Certificate in the Communicative Teaching of Asian (or European) languages, as appropriate. Fees ranged from $1650 to $600, depending on course type and duration.

11.5.2.3 Insearch Language Centre (University of Technology, Sydney)

The Insearch Language Centre was established in 1987 as the affiliated language centre of the University of Technology, Sydney. It offers a variety of courses, both general and specific, in Indonesian, Japanese, Korean, Mandarin and Thai.

At the request fo the NSW Department of School Education and the Catholic Education Office, the Centre has organised Japanese language courses for high school teachers retraining to teach Japanese. Shorter 2-3 weeks courses have also been prepared for Japanese native-speakers who wish to learn communicative language teaching methods relevant to Australia. The blending of both native and non-native speakers within the Centre provides invaluable opportunities for linguistic and cultural inter-change.

The Centre has also organised two Study Tours to Asia for January 1991. the first, to Indonesia, is in association with the Faculty of Nursing at the University of Sydney. It involves an Indonesian language course at the Centre, followed by study in Indonesia, guided by the Centre's Indonesian teacher.

The second, to Japan, is for teachers re-training to teach Japanese. It involves a two week study tour with language tuition, in Japan.

All programs offered at the Centre are accredited by the Academic Board of the University of Technology, Sydney. The Insearch Language Centre's Academic Board, the Chair of which is currently the Dean of Law, monitors all the Centre's programs.

The Centre's future plans include further emphasis on the development of communicative language courses in Indonesian and Korean, extending the availability of training courses, both for teaching and industry, and having Insearch courses accredited by the University of Technology for credit points towards degree courses.

In 1991, for the first time, the U.T.S. Faculty of Education and the Insearch Language Centre are co-operating on a graduate Diploma of Education to train Japanese native-speakers to teach Japanese in N.S.W. schools.

12. TEACHING STRUCTURES

12.1 *MODE OF STUDY*

12.1.1 *Internal*

The emphasis of most award courses in higher education is on internal study for students coming directly from high school. The proportion of mature age students varies across institutions, with a preponderance coming from those until recently designated as CAEs. Part-time study, which is often preferred by mature age students, is a priority of extension courses rather than award courses. In the case of languages of lesser demand, the provision of full-time internal programs for small groups of students is not cost-effective, and various responses have been made to this situation. These include offering them by distance education; discontinuing courses which do not meet enrolment quotas; depending on endowed staff appointments; cross-crediting; and co-operative teaching arrangements such as those operating in Adelaide and Sydney. In these cities one institution accredits the units of study of another and arranges for staff of the other institution to teach them as visiting lecturers.

12.1.2 *Distance*

Languages have been taught in higher education by distance mode for more than twenty-five years and there has been some encouragement on the part of government to extend the commitment in this area. An external Associate Diploma in Asian Studies offered by the University College of Southern Queensland claims to offer 11 modes of study, including printed study modules, audio-cassette tapes, telephone tuition, residential schools, radio, videotape, television and field trips (Harbon 1986). At present, with the development of computer-based technologies, the possibilities for the effective use of distance mode in teaching languages are increasing. This mode is, however, still not widely employed in higher education, and was referred to in only 2 out of 84 Departmental questionnaire responses. The availability of languages by distance education has been treated above in section 9.4.

12.1.3 *Combined*

Where institutions have introduced language courses in distance mode, they have sometimes found it desirable to combine external and on-campus students for some activities, such as residential schools, field trips and teleconferencing. At Murdoch University, for the first seven weeks of the second semester, 3 classes a week are taught to external students of Indonesian/Malay by teleconferencing. The teleconferences involve not only the lecturer and the external students, but internal students as well. This maximises the benefit from the $680 per external student which this mode of teaching costs.

12.2 *INTENSITY AND DURATION OF STUDY*

12.2.1 *Non-Intensive*

Most language teaching in higher education in Australia is non-intensive. Students studying a language major usually have about 5 classes per week of 45 to 60 minutes. Staff often commented to the Review Panel that, to achieve greater proficiency, they needed more intensive student contact. They were, however, under pressure from the administrators of their institution, who were opposed to any increase in the number of hours of instruction because of cost implications. Despite the fact that language teaching was different in nature from other areas of university teaching, the contact hours for language units and units in other areas were expected to be comparable.

According to some administrative staff interviewed by the Review Panel, the failure to allocate more resources to language studies is a reflexion of the fact that the community does not value language competence highly (except in ESL!). The Head of one Social Science Department, who was also responsible for administering languages, claimed that language units already required twice the resources given to other units under his administration and could not be given more unless special funding was provided. The "drip feed" approach to language teaching has been widely criticised (e.g. Hawkins 1988, p.1).

One of the effects of the non-intensive nature of language teaching in higher education is that student progress towards language proficiency is relatively slow. This has a negative effect on motivation. In a submission to the Review, Professor K.R. McKinnon of the University of Wollongong claimed that traditional university language courses move too slowly in the early stages and that more flexibility is required to cope with changes in national demand for languages.

12.2.2 *Semi-intensive*

Some institutions have made provision for semi-intensive courses, especially for beginners. Beginning students in Japanese at Murdoch University study the language for 8 hours a week, as do third year students in the Department of Economics at the University of W.A. The number of hours a week, however, does not necessarily represent the intensity of language study. Where more generous time allowances are obtained, methodologies need to be developed which will enable the time to be most efficiently employed for the purposes of language acquisition.

12.2.3 *Intensive*

Intensive language study involves at least 20 hours of classes a week. This normally means that the student is occupied solely with language study. Attempts at incorporating such study into award courses in Australia are rare, although a number of submissions referred positively to the success achieved by the intensive instruction at the Defence Forces School of Languages at Point Cook.

At the Western Australian College of Advanced Education, intensive programs are available within the Bachelor of Arts (Language Studies) in Spanish, Chinese and Japanese. Beginning students wishing to major in any of these languages must complete an intensive course in the first semester, involving 20 hours of study per week and counting within the B.A. structure as 4 electives. In the second semester they study the first four units in the language Major concurrently, thus completing one year of full-time language study before proceeding to the normal non-intensive second and third years of the degree.

The Centre for Russian and Eastern European Studies at Melbourne University conducted an intensive Russian course in the summer of 1990. This involved 150 hours of study for 5 hours a day over 6 weeks. Among the 15 enrolments were three undergraduates who, on the basis of their successful completion of the course, would be eligible for credit for the first year of an award course in Russian.

A number of submissions received by the Review have supported the place of intensive language learning in universities. Although intensive courses have been offered in the past, they have usually been short-term and related to degree programs. For example, in the University of Melbourne, the Horwood Language Centre (now a part of the Department of Linguistics and Language Studies) has for more than ten years been providing intensive courses in a variety of languages to the general public, but in 1990 the university had "no provision as yet for accelerated acquisition of languages through intensive courses for credit, with the exception of Russian" (Melbourne University submission, Appendix 1, p.2). It was envisaged, however, that the Centre might in the future offer intensive language courses for credit through a Summer Institute of Languages. Arguments for and against the use of intensive courses were expressed as follows:

> Proponents of such courses argue that they allow mature students to make rapid progress in the language, develop motivation and esprit de corps in the class leading to lower attrition rates, provide a clear route for accelerated learning effectively compressing two years' study of the language into one, and provide a much needed link for high school

> graduates who have not completed enough language to proceed directly to first year levels of post-HSC standard.
>
> Some language teachers in the University argue that whatever the advantages of an intensive course in the short term, retention of the language in the longer term may be less high than for conventional extended courses. Others argue that a summer intensive course in Chinese or Japanese cannot reach equivalence with an extended course over a year in which one of the objectives is the assimilation of a large number of written characters.
>
> These differences should be susceptible to independent testing ... (Melbourne University submission, pp.6-7).

The "Army method" of intensive language teaching had significant influence on debate and practice in language pedagogy in the post World War II years (see Stern 1983, p.102), but the focus was more on the audio-lingual methodology than on the intensiveness as such. Research into the relative effectiveness of intensive as opposed to non-intensive language teaching, and into the most effective pedagogies for intensive language teaching does not as yet enable confident generalisation to be made (van Els et al. 1984, p.193). It is, however, an area worthy of further investigation, for a number of reasons.

On the basis of experience in the teaching of languages intensively (up to 30 hours per week) to English native speakers, the Foreign Service Institute (U.S.A.) has expressed in a chart the levels of speaking proficiency which it has come to expect subject to two variables: length of training and aptitude for language learning. This chart provides course developers with the best known guide as to how the development of proficiency may be related to hours of intensive language teaching exposure. It ranges 45 languages into four groups, from those requiring fewest course hours (e.g. French, German, Italian) to those requiring most (e.g. Arabic, Chinese, Japanese). According to this chart, for a superior student to achieve Level 3 proficiency in French, it might take 720 hours, while to achieve the same proficiency in Chinese might take over 2,400 hours.

It is possible, with more intensive language instruction, to increase the number of hours of exposure to the language received by a student in the course of study for a degree and to increase the expectation (other things being equal) of achieving proficiency. In a degree involving six hours of language study per week over 3 years (i.e. 90 weeks), an Australian student may have a total of 540 hours of instruction. Information obtained from the Guangzhou Foreign Language University, China shows that, over the first three years of a four year degree course there, a student majoring in English (after having passed a university entrance examination in English) would have 12-18 hours of language instruction per week over six 20 week semesters, i.e. a minimum of 1,600 hours of instruction. After completing the fourth year of the degree, some students would have had 2,360 hours of instruction in the language, besides taking supporting studies in other areas and learning a second foreign language. It is not implied here that the language learning situations in China and in Australia can be equated, or that there are not other important factors which affect the effectiveness of language learning. The comparison is made simply to illustrate that intensive language learning, which may enable the hours of exposure required for proficiency to be reached, can be achieved in degree studies if resources are committed to it.

One of the best known models of intensive language study employed in liberal arts colleges and universities in the United States was developed first at Darmouth College by John A. Rassias. Rassias noted (1983, p.366):

> [...] our experience in regular Peace Corps language training taught us that a beginning student can comfortably attain a speaking level of S 2+ in 1 month under immersion pressure. We decided to concentrate on achieving a year's goal in one term (10 weeks), if possible, and in two terms at the most.

Rassias increased the intensiveness of language study from 5 to 15 hours per week by supporting the work of the "master teacher" with that of "apprentice teachers" and "student monitors" trained to perform defined roles. At the same time, he employed tactics to confront the students with the unexpected, as a means of making learning experiences more memorable. Rassias reported "a very distinct rise in a morale and achievement" (1983, p.370), the latter attested by student rankings on the FSI scale.

In an experimental program in the University of Florida (Gainesville), Johnston (1983) taught German over a 10 week period for 2½ hours per day instead of 1 hour per day. He employed Rassias's approach of using master and apprentice teachers and stimulating learning by "calculated interference". He reported that the program produced a marked increase in student motivation and enrolment and "appreciably higher" verbal proficiency than obtained with "traditional German One".

Both Rassias and Johnston depend on more than simply intensive language instruction. Rassias advocates an immersion living environment ("language dormitory") and in-country experience. Johnston advocates "adding scenarios tailored to student interests and needs" (1983, p.361).

The attempt to surprise students with new experiences and to make the institutional experience memorable corresponds with the principle that intensity of exposure, along with recency and frequency, is an important factor in retention (Stevick 1982, p.30). Intensive courses do not, simply by being concentrated, achieve intensity in this sense. They, like any other courses, need to achieve a "vividness" of exposure to what is to be remembered (Stevick 1982, p.30).

One of the problems with non-intensive language instruction, especially with adult learners, is that it delays the time when students will be enabled to express significant content by medium of the language. This is also a common complaint about school language learning and has given rise to a movement towards content-based language instruction.

Crandall and Tucker, of the Center for Applied Linguistics, U.S.A., have observed:

> Relatively few American students study a foreign language for more than two years, and those who do rarely achieve sufficient proficiency to gain access to more than basic or simplified texts written in that language or to be able to carry on discussions of a complex nature or otherwise interact or negotiate effectively in that language. If students are not presented with complex cognitive texts and tasks, with opportunities to develop advanced oral and written language skills in their foreign language classes, then it is not surprising that they exit from their foreign language programs with only minimal proficiency (1990, p.85).

With greater intensity of language learning there is the potential for student motivation to increase because they progress sooner to the point where they can express and process significant meanings in the language.

There is an obvious need for Australian-based research on the effectiveness of intensive language programs at tertiary level. In the absence of research data, we can only note that, where such courses have been attempted, they have been associated with a high degree of student and staff satisfaction, and with high retention rates. There could well be a continuing and growing place for them in higher education.

12.2.4 *Course Duration*

A degree in modern languages in Australia normally takes three years with an extra year for honours. The duration of study, as well as the intensity, is not as great as that required in a number of overseas countries. In the view of some staff interviewed, this reflects unfavourably on the status of Australian language degrees overseas.

The possible need to increase the length of the modern language degree has been recognised especially by those responsible for the teaching of such languages as Chinese and Japanese, where progress towards competence takes longer than in languages more closely related to English. The Asian Studies program at Murdoch University will include from 1991 a four year degree incorporating a year of additional language study, preferably taken overseas. The University of Technology, Sydney has an expectation of a minimum of 4 years for the completion of a degree with a major in Asian languages. A submission from the University of New England, Northern

Rivers Campus, claimed that five years rather than three was necessary for a degree if graduates were expected to achieve fluency in Japanese.

At Curtin University, which has a long-standing program in Asian languages, it was claimed that language teaching in higher education has not been properly evaluated in terms of the resources needed for it. With the current increase in the teaching of Asian languages, this question has to be faced. If Asian languages are to be effectively taught, the length, the intensity and the consequent cost, both to the student and to the institution, may need to be increased. This has implications not only for the institutions but for the Government.

12.3 *LEARNER GROUPINGS*

12.3.1 *Unstreamed*

It was noted above that one of the most widely recognised factors affecting teaching success in modern languages is a consideration of "learner characteristics, needs, motivations, strategies and individuality". The extent to which this factor affects practice in tertiary institutions varies.

In some cases, there is no grouping of learners on any pedagogical basis. Students are either assumed to be all beginners (in which case, native-speakers are denied course entry), or to be all at HSC level (in which case, students with varying degrees of native competence are given the same treatment as school leavers). One person responsible for teaching in a Chinese course noted that because of relatively low numbers, students were ungrouped although students with distinctly different needs were involved. These included complete beginners; those who had no Chinese but had HSC Japanese; and those who had a background in a Chinese dialect and understood the character system though not pinyin.

12.3.2 *Streamed*

In other cases, departments conduct placement tests prior to the commencement of classes or at the beginning of semester to allocate students to groups of relatively comparable competence. At Flinders University, the Discipline of French streams beginning students into "beginners low" and "beginners mid", to take account of pre-HSC level and other incidental prior knowledge of French. These students may join the first year ex-HSC students in the second year. Other institutions employ pre-course testing to distinguish native speakers from semi-native speakers so that they can be directed to appropriate programs.

12.3.3 *Individualised*

A much more radical accommodation to student differences has been reported from the University of Queensland and Bond University. Here the intention has been to maximise student "self-investment" in French language learning by enabling them to "accept substantial responsibility for their own learning" (Lian and Mestre 1985, p.190). The idea of a fixed, pre-planned program of learning has been abandoned in favour of the creation of a language learning environment in which students may "choose tasks commensurate with their levels of ability and knowledge in the language" (Lian and Mestre 1985, p.195). At Bond University, the Japanese course is organised in activities which, in their language demands, are at four levels: elementary, basic, intermediate and advanced. There is no set course, and students opt to attend activities at levels of their choice. They need to meet designated proficiency requirements by the end of the course in order to be seen to have completed a specific level.

13. PEDAGOGY

13.1 *BACKGROUND*

The history of modern language teaching in the twentieth century has been marked by a succession of approaches and methods, often competing with one another in the claims they have made about how language can be best learned. This can be desirable (in that the profession is motivated towards self improvement), or it can be a cause of confusion or cynicism on the part of staff who have become wary of innovation. One experienced head of department commented in his questionnaire: "Effectiveness of different methodologies appears largely to be a matter of religious conviction, although various sects proselytise in print."

The successive waves of change which have lifted the language teaching profession for a while and then subsided have been related to changing emphases in linguistics (e.g. phonetics, structuralist grammar, sociolinguistics) or to alternative educational philosophies (Classical Humanism, Reconstructionism, Progressivism), or, as in Nunan (1990), to different research traditions:

- the Psychological Tradition (Audiolingual and Cognitive Code approaches);
- the Humanistic Tradition (Community Language Learning, the Silent Way and Suggestopedia);
- the Second Language Acquisition Tradition (the Natural Approach and Total Physical Response).

Whatever the sources of the different approaches and methods, their effect has been to cause a number of oppositions to enter into language teaching practice. Among these are:

- focus on written texts versus focus on listening and speaking;
- drilling, memorisation and mimicry versus creative language use;
- controlled texts versus authentic texts;
- correction of error versus tolerance of error;
- focus on form versus on meaning;
- target language medium instruction versus English medium instruction;

- teacher control versus learner autonomy.

Although overall trends favour some approaches over others, the oppositions are still strongly in evidence.

The diversity and lack of consensus in language teaching methods and approaches led to a period of uncertainty in the 1970s in which the whole idea of looking for an ideal method was brought into question. H.H. Stern in the most recent major scholarly work in the field of modern language teaching sees the 1970s as the period of "reaction against the "method concept" as the central issue in second language learning". (1983, p.109)

The idea of a new method as a panacea for the many complex problems of second language instruction is now recognised as not being very helpful and as probably a hopeless quest (Richardson, 1983, p.19; Nunan, 1990, p.192). In the first place, experience has shown that the same method is not equally appropriate to every group or to every course. Furthermore, the claims of some of the methods have not been supported by research. Nunan considers that "little evidence has been forthcoming over the years to support one approach rather than another, or to suggest that it is the method rather than some other variable which caused learning to occur" (1990, p.7).

It is important to recognise that, while total reliance on a particular method or on particular methods as a short-cut solution to the problems of effective language teaching is unjustified, this does not mean that method is unimportant, or that a random approach to language teaching method is a responsible one. It is possible to improve language teaching both by an ongoing critical evaluation of the methods being employed and by taking account of the changing variables of course objectives, student characteristics and research findings, especially those yielded by psycholinguistic study of the underlying principles of language learning.

Taking the focus away from methods has had the effect of redirecting attention to a number of other productive areas:

13.1.1. *Research*

There has been recognition that much of the discourse about methods has been premature, in that some methods have been put forward without research backing. Such research is urgently called for, and Richards and Rodgers (1986) have outlined approaches which may be taken to it, though they warn that, due to some of the problems involved, the history of research into comparative methods has not been promising.

13.1.2 *Proficiency*

Another reaction to the failure of methods to give all the answers to language teaching problems has been to direct attention to the end rather than the means. This was expressed, for example, in a submission from Melbourne University:

> The history of language teaching over recent decades is littered with discarded enthusiasms. Ultimately the resolution of such disagreements must lie in the development of valid and reliable language proficiency assessment procedures.

The movement towards better definition and assessment of language proficiency has had substantial recent influence in language teaching, and has been influenced by Australian research.

13.1.3. *Methodology*

Another corrective influence has been to take attention away from methods and put it on to methodology, which is the empirical study of "classroom tasks and activities and the management of learning" (Nunan 1990, p.7).

13.1.4. *Immersion*

A substantial body of research has been carried out on language programs for children involving some degree of "immersion" in the target language. Some of this research is reviewed by Samabuddhi (1987). In early total immersion programs the target language is used exclusively as the medium of instruction from the earliest years of schooling. In partial immersion programs, some subjects may be taught in the mother tongue and some in the target language. It has been shown that the type of language program can greatly affect the degree of bilingualism or fluency in the second language. Immersion, then while not being a method, provides a means of powerfully affecting language learning outcomes.

13.1.5 *Principles*

In recent writing, some scholars have chosen to enunciate principles which may be common to many successful methods, rather than to restrict their attention to one method. Eight such principles are listed as part of the Australian Language Levels (ALL) Guidelines (1988), and 10 principles of "interactive" language teaching have been listed by Professor Wilga Rivers (1988).

Some of the factors most widely recognised as relevant to syllabus design and pedagogical practice in modern languages are:

- learner characteristics, needs, motivations, strategies and individuality;
- learner responsibility in the management of learning;
- 'pre-communicative' knowledge and skills;

- communicative opportunities and interactional activities;
- content which is comprehensible, significant and culturally authentic;
- language use with a variety of media;
- feedback, including that provided by testing as an aid to learning;
- field experience in "immersion" contexts.

13.2 *LANGUAGE USE*

13.2.1 *Medium of Instruction*

13.2.1.1. Target Language

In a minority (26%) of language departments the target language is used exclusively for communication in the classroom in first and second year classes. The figure is considerably higher for third and some fourth year courses. A submission from the Italian Section at Griffith University argued with respect to methodologies that "well-judged immersion beats the lot", though it recognised the difficulty of such an approach in higher education. The exclusive use of the target language was seen, however, as a step in that direction. Use of the target language as the medium of instruction was most strongly advocated in departments teaching French, Spanish and Italian, and it was often noted by staff from these departments that this approach had strong student endorsement.

13.2.1.2 English

70% of the Heads of Department indicated that English was the sole medium of instruction in the first year course. By year 3, English was used as medium in only 2% of cases. In some cases, however, the communicative use of the target language appeared to be relegated to conversation or laboratory classes.

13.2.1.3 Combination of Both

Most Departments claim to use both English and the target language as media of instruction at least from second year. It was argued by some lecturers that it was important for learners to have comprehensible input and this was not possible unless instruction was supported by the use of English. This applied especially to fundamental grammatical concepts.

As observed above, the languages most used as media of instruction appear to be the Romance languages. One lecturer in a university German Department claimed that if instruction was given in German about one third of the content would be lost. Likewise, he noted that attempts to have students produce academic essays in German at early undergraduate level had failed because of the students' inability to control the appropriate language register.

13.2.2. *The place of overseas study*

Most institutions of higher education have links with overseas institutions, and in some cases links have been established with many overseas institutions. Not surprisingly, in view of the overseas orientation of most language teaching in higher education, students taking language courses are encouraged to spend some study or vacation time abroad, and this is often within the context of a formalised institutional link. The range of overseas programs includes:

- study tours
- short, intensive courses in affiliated institutions
- exchange programs involving Australian students and overseas staff and/or students, on an institution to institution basis
- exchange programs sponsored from other sources (e.g. Rotary)
- "in-country study" with credit for work completed
- overseas-sponsored scholarships (e.g. DAAD)
- traineeships with Japanese businessmen

Most institutions indicated that they were not able to provide funding to subsidise students' overseas study expenses. Exceptions were cases where funds for this purpose had been set aside through endowments, organised contribution schemes, grants from Government or other sources. Money appears to be frequently available for students of Japanese but only rarely for students of other languages. Because of the unavailability of funding, most institutions do not insist on overseas study, though they recommend it. In some cases, however, overseas experience is a prerequisite for more advanced study, as for example at Sydney University, where students are required to spend three months in Japan prior to taking honours.

13.3 *SYLLABUS*

A wide range of syllabus types is in use in language departments, including those that are grammar-based, functional/notional, situational, thematic, activity-based and materials-based. Few departments volunteered information to the Review on matters of syllabus design. The functional type syllabus had the most general acceptance, but had few enthusiastic advocates, and, where adopted, it often co-existed with grammatical analysis.

Among more innovatory approaches were the issue-based syllabus employed for Spanish in the University of New South Wales and the "Merry Go Round Model" advocated at Bond University. The latter was a non-linear curriculum model of which the basic units were activities (e.g. specific purpose workshops, discussion sessions, public speakers, film and discussion sessions, role playing and game sessions).

One language tutor with overseas language teaching experience observed that in Australia, by contrast with overseas, the syllabus from which he was to teach failed to integrate the four macro-skills of listening, speaking, reading and writing, and taught them in too discrete a fashion.

Although national initiatives have provided funding for large scale syllabus development for students in years 6-10 and 11-12 in Asian languages, and for the development of related materials, most institutions have not had the resources to carry out large scale syllabus development for higher education. This is a serious problem at a time when, in many cases, there is a change of direction required in higher education courses. It was pointed out by Professor Sussex of the University of Queensland that in the U.K. an Open University Team of 12-16 members worked for 3-4 years in developing a new French program for external mode. The cost of syllabus development for truly innovative and comprehensive courses, especially in less-commonly-taught languages, is more than can reasonably be borne by institutions out of recurrent funds. One way of addressing this matter is for institutions to pool their resources and to form consortiums through which courses and materials can be developed by highly expert teams to service multiple institutions.

13.4 *METHOD*

13.4.1 Communicative

If there is an orthodoxy with respect to language method at the present time, it is "communicative," although this really represents an approach rather than a method. It is not surprising, then, that many departments claimed to employ communicative methods. In some cases the commitment to communicative methods was clear and was backed up by evidence of teaching sessions involving such activities as simulations, information gap situations, negotiated interactions, and various kinds of student encounter with authentic language materials in a variety of media. In other cases, the focus was heavily on textbooks, and practice seemed to conform to the pattern described by Lian and Mestre (1985, p.186): "Many actual courses [...] despite their claim to develop communicative competence, remain resolutely grammatical."

13.4.2 *Qualified Communicative*

In many cases, departments claimed to adopt a communicative approach, but only in a qualified way: for example, "communicative method combined with accuracy", "predominantly functional/notional audio courses supplemented by grammatical analysis and some TV material", " at all levels a communicative approach is partly adopted". One department argued that communicative methodology is necessary for developing survival communicative skill but is less appropriate later. Another, although endorsing some communicative teaching, argued for the priority of grammar and drills in the first two years.

13.4.3 *Other Methods*

A range of other distinct approaches (some of which would also claim to be communicative) was mentioned or advocated. The Natural Approach of Tracy Terrell and Stephen Krashen was employed in some beginners' classes at Flinders University and at WACAE. Suggestopedia was employed with one of the first year German classes at Adelaide University and Suggestive Accelerative approaches were also advocated at the University of Newcastle, as was Carl Dodson's Bilingual Method. The Structuro-Global Audio-Visual method was advocated by several departments. At the University of Queensland "Ongoing Self-Managed Macrosimulation" was advocated for non-beginning learners in French. This involves setting up a simulated situation which serves on an ongoing basis as the context for realistic language tasks largely self-managed by the students. The learning is supported by a wide range of self-access materials, including computerised materials. According to Lian:

> [Macrosimulation provides] a very open, negotiable and negotiated, highly task-oriented, resource-based learning network where people [...] progress at their own pace in a relatively asynchronous fashion. This contrasts with much of current institutional practice, at least in some Australian university language departments, where students are all expected to learn in the same way, at and in the same space and in the same time all in lock-stepped synchrony (Lian 1988).

13.4.4 *A Variety of Methods*

Many departments indicated that they embraced a variety of methods, depending on the lecturer concerned or the course director. It was noted by some that different students were better suited to some methods than others. For example, engineering students preferred rote memorisation, while social work students wanted role play. A number of departments claimed to adopt an "eclectic approach".

13.4.5 *No Method*

Other departments indicated either that method was not important or that it was undesirable to be specific about it, or that there was a lack of agreement as to appropriate methods. There was some evidence that staff were reluctant to discuss their teaching approaches with one another.

The lack of consensus, and of conviction, among language educators in higher education is a cause for concern. It reflects the need for the promotion of research into language teaching in higher education. This could appropriately be the focus of a research centre attached to the National Languages Institute of Australia.

13.5 *ASSESSMENT*

Staff of higher education institutions teaching languages were invited to indicate the forms of assessment used in their language classes. The percentages of staff using the various forms of assessment are given in Table 10. Conversation, compositions and grammar were used by approximately 80% of staff to assess student performance. Assessment by dictation, multiple choice or cloze test (gap-filling) was employed by a minority of staff. Practices varied somewhat across languages, with dictation being most commonly used by French, Indonesian and Japanese lecturers, while a majority of Indonesian lecturers (59%) favoured multiple choice, a majority of German lecturers (54%) used cloze tests, and a large majority of Japanese lecturers (95%) used translation.

Table 10: Forms of Assessment Used in Language Classes

Assessment form	%
Dictation	36
Multiple Choice	34
Conversation	83
Cloze test	35
Composition	78
Translation	67
Grammar	80

Note: the number of responses was 375.

Heads of Department were asked if they used any external standards for assessment purposes. The responses showed that two institutions used the American Council of Teachers of Foreign Languages (ACFTL) scale, three used the Australian Second Language Proficiency Rating (ASLPR) scale and two used the National Accreditation Authority for Translators and Interpreters (NAATI) criteria. Asked whether or not they favoured the idea of an agreed syllabus framework, as has been sought for secondary level through the NAFLaSSL project, only a moderate number of Heads of Department gave some form of approval.

It is clear that the existing proficiency rating systems are either not well known or not favoured. They do, however, provide the opportunity for a nationally, or internationally recognisable assessment of the proficiency with which the student or graduate can use the language, and their wider use could go a long way towards overcoming the perceived and actual lack of comparability between courses. Their use can also provide a relevant measure for determining suitability for employment, as is the case in

Queensland, which has accepted ASLPR Level 3 as the desirable minimal level of proficiency for language teachers in schools.

Proficiency rating scales provide a set of levels against which student performance may be measured with reference to what tasks can be performed and with what form of language. The main general scales are:

FSI	(Foreign Service Institute)
ILR	(Interagency Language Roundtable - a reworked formed of the FSI)
ASLPR	(Australian Second Language Proficiency Rating, developed in 1978 by David Ingram and Elaine Wylie)
ACFTL	(American Council of Teachers of Foreign Languages, developed in 1983 partly on the basis of the ASLPR)

An extensive bibliography on proficiency rating scales is provided by Ingram (1990). Further information is in Ingram and Wylie (1989). The ASLPR provides the basis for a differentiated assessment of proficiency in the four macro-skills of listening, speaking, reading and writing from level zero to level 5 (native-like). A summary form of the scale is provided in Appendix 12. This scale provides an appropriate basis for the assessment of the proficiency of higher education language students. This could overcome the problems caused by the lack of clarity in the relationship between course results and proficiency.

14. PROFILE OF STUDENT BODY

14.1 *SEX*

Since most language programs in Australian institutions of higher education are offered by Departments in Faculties of either Arts or Education, it is not surprising to find that the sex pattern of language enrolments conforms to that of these Faculties, and that students studying a language are predominantly female.

According to a rough estimate provided by Heads of Language Departments around the country in their answers to the Review questionnaire (Appendix 8, females constitute on average more than 70% of the student body. The differences between individual languages are not greatly marked within the European language group, with females studying French, German, Italian or Spanish representing a mean of about 80%. The only noticeable exception seems to be Italian at the University of New England, whose Head of Department estimated that females represent about 50% of the students. Within Asian languages, there seems to be a marked difference between Chinese on the one hand, and Indonesian and Japanese on the other. In fact, the mean for female students taking the former is 60%, over a range of 40% to 70%, while that taking either of the latter languages is 75%, over a range of 60% to 90% in the case of Indonesian, and 60% to 85% in the case of Japanese.

Both the figures of a survey of third language students commissioned by the Review (see Appendix 9), and those of several case studies more or less confirm the estimates by Heads of Departments. Enrolment figures in the Department of French Studies at the University of Sydney show that, as at 31st March 1990, the female students represented precisely 80% of the student body. On the other hand, Ammon (1990, p.14) notes that in 1987 females accounted for 71.5% of the student body of the German Departments in 13 universities.

14.2 *AGE*

The age distribution of the student body learning a language is relatively uniform by language, with about 80% of the whole student body being aged between 18 and 24 years. On the other hand, the age distribution varies by institution, with the younger universities having generally a higher proportion of mature age students than the older ones. The only two exceptions to these patterns are represented by Macquarie University and again by the University of New England, which estimate that the students in the younger age group represent respectively only 50% and 30% of the total student body. A likely explanation for these anomalies is that these two universities offer programs delivered in the distance education mode.

As for sex, the case studies confirm the general estimates for age. Hutchinson (Appendix 9) reports that about 66% of students in his survey are under 26 years of age, 10% between 26 and 30, and the remaining distributed from 30 to 66 and above. In the French Department at Sydney University, 87% of the total students are under 24 years of age, with mature age students being evenly divided between those below and above 35. In 13 German Departments all over Australia, 77% of the students are between 17 and 24, 10% between 25 and 30, and 13% above 30 (Ammon 1990, p.13-14).

14.3 *ETHNIC AND LINGUISTIC BACKGROUND*

The available information about the linguistic and ethnic background of the student body is mostly either anecdoctal or indirect, apart from the case of German, which is well documented in Ammon (1990).

Borland, George and Rado (1989) investigated, among other things, the linguistic background of LOTE graduates. Basing their conclusions on a questionnaire returned by 263 graduates who completed degrees including a LOTE major at various institutions in Victoria in 1985 and 1986, they report that "well over a third of the graduates (40%) spoke a language other than English at home". With regard to the range of LOTEs spoken at home, "somewhat under half were speakers of Italian (47%); the other languages spoken by any number of respondents were French (9%), German (9%), Spanish (8%), Greek (5%) and Russian (5%)". Since students from English speaking monolingual backgrounds account for more than 60% of all tertiary students, it can be surmised that students from ethnic and/or bilingual backgrounds are generally over-represented among those who major in a LOTE. In particular, we can infer that students from Italian background are very well represented, as they constitute 47% of the 40% who speak a LOTE at home. This study, however, does not tell us whether students with a LOTE background choose their own LOTE or another one.

The case of Italian is better documented with regard to the University of Sydney, where in 1990 the number of students with surnames of a) Italian, b) Anglo-Celtic and c) other origins were counted. While fully admitting that a surname does not always match language background, we believe that the patterns shown in Tables 11 and 12 present some interest.

Table 11. Students with Italian, Anglo-Celtic and other surnames enrolled in the Department of Italian at the University of Sydney in March 1990: breakdown by year.

	Italian surnames	Anglo-Celtic surnames	other surnames
1st year	21 %	67 %	12 %
2nd year	36 %	55 %	9 %
3rd year	42 %	42 %	16 %
total	27 %	61 %	12 %

Just under a third of all students taking Italian are of Italian descent, while just under two thirds are of Anglo-Celtic descent. It would also appear that the number of students with Anglo-Celtic surnames is larger in first year, and then rapidly decreases, until in third year it matches that of students of Italian descent. This clearly indicates that students of Italian descent are much more likely to major in Italian than other students. This trend is further proven by the figures in Table 12, which give the breakdown by type of course.

Table 12. Students with Italian, Anglo-Celtic and other surnames enrolled in the Department of Italian at the University of Sydney in March 1990: breakdown by type of course.

	Italian surnames	Anglo-Celtic surnames	other surnames
total post HSC	60 %	34 %	6 %
1A	57 %	38 %	5 %
2A	70 %	22 %	8 %
total beginners	13 %	74 %	13 %
1B	11 %	75 %	14 %
2B	22 %	69 %	9 %

On average 60% of the students enrolled in the post-HSC stream carry an Italian surname, and the percentage increases from 57% in first year to 70% in second year. On the other hand, in the stream where Italian is studied from scratch, students carrying Anglo-Celtic surnames account for 74% of the students, but then they are much less likely to continue studying Italian from first to second year than those who enrolled in the post-HSC stream. As the submission from the South Australian Institute of Technology stated: "the problem is less one of attracting students into the study of a LOTE (particularly at beginners' level) but rather, encouraging them to continue that study past the first year".

With regard to German, Ammon reports that 15% of all female students enrolled in a German course are born overseas (1990, pp.14-15). Of these almost half (7%) are born in a German-speaking country (1990, p.79). He also reports that about 34% are of German origin (1990, p.69).

Another interesting point made by Ammon (1990, pp.143-145) is that among students studying German there is a much higher proportion than average of students who either have studied at school or are studying at university other languages besides German. In fact, only about 20% of his subjects have learned only German, 40% have also learned another language, 23% another two, 10% another three, and some even six or seven. He attributes this language friendliness at least partly to a bilingual/bicultural background.

Anecdotally there is common agreement about a number of trends, which are borne out by the different case studies reported above.

First, students of non-English speaking background are generally over-represented in their own language courses. They are more likely to study their own language longer, and to study more than one language.

Second, there is great variation among LOTEs. While we have just seen that Italian and German descent accounts for roughly one third of the students taking the corresponding language, in the case of languages such as Arabic, Greek, Macedonian or Vietnamese the proportion increases substantially, sometimes approaching 100%.

Third, the size of a local LOTE community is by no means the only factor determining the representation of students of that LOTE background in programs of that LOTE. Other important factors are the role played by language in the self-identity of a particular community, the international role and prestige of the language, and the nature and quality of the programs offered.

14.4. *SOCIO-ECONOMIC BACKGROUND*

In his questionnaire, Ammon (1990, pp.16-22) enquired about the occupation and education of the parents of the students enrolled in German courses. He reports that both highly qualified professions and high education levels are over-represented in his sample compared with the average for all Australians, but concludes that neither differs substantially from the characteristics of the parents of students enrolled in other tertiary courses.

14.5 *REASONS FOR CHOOSING TO STUDY LOTEs*

As reasons for choosing to major in a LOTE in their tertiary course, Borland, George and Rado (1989, p.42) allowed for more than one answer in their questionnaire. They report that just over half of the graduates chose a single reason, and the remainder two or three reasons. More than half of the respondents included career path (55%) and/or culture and travel (54%) in their choice of reason. A quarter indicated that family background was one reason for their choice.

In his sample of third year students, Hutchinson (Appendix 9) found that prospects of employment, pleasure and curiosity accounted for more than half the answers about the reasons for choosing languages generally, and that this combination of utility and curiosity was similarly strong when choosing a particular language.

After a very detailed study on German, Ammon (1990, pp.151-152) concludes that although by no means the majority of students of German are of German descent, they are nevertheless over-represented in German courses. This German origin constitutes the basis for two separate important reasons for choosing to study German: what he calls the "nostalgic reason", the desire to know the culture and language of one's ancestors; and the "reason of reduced effort", whereby students benefit from the advantage of already knowing at least some German.

Otherwise, the multiplicity of reasons given by students of German is quite striking. Alongside professional goals, humanistic reasons play a large part. Tourism is important, as are considerations of expediency such as the convenience of continuing a subject already begun at school. Ammon is quite convinced that it would be wrong to interpret this multiplicity of reasons as motivational diffusion and weakness. Rather, it indicates that German is safely and stably present as an academic subject in Australian Universities.

This wide scope for German studies is further proven by the breakdown of the general reason "acquiring professional qualifications" into more specific reasons. Apart from the obvious teaching profession, the number of professions mentioned in the survey is astonishing, ranging from diplomacy and journalism to management and law areas. Also remarkable is the fact that in these professions German is used both as a foreign language and as a community language.

14.6 *IN-COUNTRY EXPERIENCE*

In his survey of 3rd year students Hutchinson discovered that almost 70% had visited at least once a country where the target language was spoken. of these 56% had been in the country within the last three years, i.e., during the course of their higher education studies. These figures indicate a high correlation between language study and in-country experience. Further investigation would be necessary to determine positively that it is generally study that leads to travel rather than vice-versa. However, when one takes into account the age of most students, this conclusion would seem to impose itself. Certainly it is true that in-country experience and language study appear to be mutually reinforcing. Moreover, language students seem to be sufficiently dedicated to spend considerable time and money in pursuit of enhanced cultural and linguistic competence.

14.7 *CAREER EXPECTATIONS*

Hutchinson found that, as traditionally expected, teaching was the profession in which the highest number of students believed they would be employed. However, the overall figure of 20% tends to contradict the widely-held view that most language students at the upper levels plan to teach. It is true that the figures for the most widely taught languages (Japanese, French, Italian, German and Chinese) range between 25% and 38% but many would have expected these to be higher. Hospitality and tourism, welfare, and creative arts are the next most favoured professions, being situated in the 6%-7% range. It is noteworthy that the number of students nominating business and management related occupations is low, the total being only 5%.

The nil response of 18% in the survey introduces some uncertainty, it must be recognised, into the conclusions to be drawn. It does, however, constitute a significant pool of students who might be attracted into teaching provided that the conditions are acceptable.

14.8 *ATTITUDE TO COURSES*

Although Hutchinson found that 60% of 3rd year students were happy or very happy with their courses, they did not hesitate to propose changes in the curriculum. By far the most frequent response was a request for more oral input into the mode of teaching (38%). As in most past surveys, oral command of the language was what students most wanted to achieve. Some 13% of students requested more "relevance" in their courses, citing greater emphasis on oral idiom, popular and modern language usage, and recent newspapers. Modern literature continues to provide greater attraction to students. On the question of language use in class, students generally felt that much more instruction should be taking place in the target language. Due attention should be given to Hutchinson's conclusion (p.37) that "making courses easier will not enlarge courses - students will be attracted to, and remain in, vibrant, relevant courses that treat language both as a skill and as a key into the culture concerned".

14.9 *DISTANCE EDUCATION STUDENTS*

One of the few relatively recent articles on LOTE distance education in Australia appeared in 1988. Researched and written by Williams and Sharma, it examines the characteristics and attitudes of 41% of the 868 students enrolled in all-language subjects by distance education in Australian higher education in 1985.

Among the list of characteristics of the student body obtained, the following items are of particular interest:

- an unexpectedly low 16% of students were engaged in home duties:
- 71% of students were female;
- 66% would have preferred to be enrolled as internal students;
- reasons given for choosing particular language subjects were: personal satisfaction 27%, interest in other cultures 22%, general interest 18%, travel 14%, with professional reasons a low 13%;
- whereas students' initial expectations gave equal stress to the ability to read, to write, to understand and to speak a language at the end of a course, far more students expressed dissatisfaction with their achievement in speaking than in the other areas;
- in many cases students appear to have had quite different perceptions about the aims of distance language teaching from those held by their teachers;
- a certain number of students requested: improved learning facilities, reciprocal tutorial or library facilities with other institutions, more on-campus sessions, greater access to study centres, updated courses, and more audio-visual teaching aids.

15. INCENTIVES AND DISINCENTIVES TO LANGUAGE STUDIES

It is apparent that the teaching and learning of languages in higher education are rendered more or less attractive by a range of factors that are found both in society at large and in educational settings. These may or may not be able to be controlled, but at least they need to be taken into account if the effectiveness of provision is to be maximised. The points listed below present perceptions gained by the Panel mainly through institutional visits and the study of questionnaire responses and submissions. The disincentives, which figured much more prominently than incentives, are presented first.

15.1 *DISINCENTIVES*

15.1.1 *Unreliability of Community Support*

The teaching of languages at all levels in Australia suffers from the basic ambivalence towards languages which pervades the Australian community. The Report of the Senate Standing Committee on Education and the Arts, *A National Language Policy (1984)*, and the *National Policy on Languages* (Lo Bianco 1987), as well as the *National Agenda for a Multicultural Australia* attest to the high value placed on languages and language study by many Australians. This is not, however, the full picture.

In 1975, in attempting to account for a marked decline in language enrolments in universities in 1965-1973, a committee of the Australian Academy of the Humanities made the following observations:

> The committee is of the opinion that the most important reason for the decline in language enrolments at all levels lies in the attitude of Australian people towards foreign languages. There seems to be a deep-seated conviction in Australia, strengthened no doubt by our geographical and cultural isolation and our British heritage, that the English language is a sufficient means of communication with the rest of the world, and that the study of other languages therefore lacks relevance. [...] This *monolingual attitude* has not, it seems, been seriously shaken by the arrival in our country over the past 25 years of large numbers of European migrants who, in many cases, have difficulty in mastering the English language and whose cultural

> traditions are simply not understood by Australians (Australian Academy of the Humanities 1975, p.29).

McMeniman and Chant quote Turner's findings from research in the U.S.A., which showed that:

> [...] cultural factors in American society constitute the major reasons students are so opposed to foreign language courses and drop out as soon as possible (McMeniman and Chant, p.23).

They claim that their study, based on 124 students of Japanese, Chinese and Indonesian in Australian institutions of higher education, corroborates this:

> [...] the overriding indication is that the Australian situation closely mirrors the American one, and that the attrition rate may, in part, be a function of the low status accorded second languages within the Australian culture (McMeniman and Chant, p.24).

Dr. Paul Tuffin of the South Australian Institute of Languages told the Review that in research he had carried out the main problems were found to be lack of support from school and community. This was confirmed by more than half of the Heads of Departments surveyed by the Review. They were of the opinion that students were discouraged by schools from taking languages at tertiary level. Moreover, it was alleged by a number of persons interviewed that Principals and teachers often had a negative attitude to languages.

Sometimes racist behaviour takes language as its target. Reports were received of the mutilation of modern language books in at least one university library.

Even among non-English-speaking community groups, support for courses in their languages in higher education has declined in certain areas, causing courses to be discontinued. At the same time, Government funding limitations have forced institutions to rely increasingly on community support for languages of lesser demand.

15.1.2 *Unreliability of Government Support*

It was claimed by a number of language administrators that the resource needs of language teaching in higher education had not been properly evaluated, and that weightings allowed for languages were usually unrealistically low. A submission from the Department of French Studies, Sydney University, claimed that over the past fifteen years student numbers had grown by at least 33%, while staff numbers had decreased.

Declining funding for higher education institutions has been reflected in higher contact hours for staff. In departments teaching languages, with their intensive student contact and high assessment load, this has meant that it is difficult to find time for research and there has been an adverse effect on staff morale and health.

Understandably, a further consequence of low levels of funding is that higher education institutions have had difficulty in recruiting appropriate staff. The Vice-Chancellor of the University of Western Australia, Professor Fay Gale, was recently reported as expressing concern about the future of the academic profession, since a university career was becoming increasingly unattractive. *(The Chronicle,* 23/10/90). These views have been echoed by others (e.g. Lewis 1990).

It is not only the level but the mode of Government funding which has been criticised. Higher education planning in languages has had to cope with marked changes in priority, as the Government's strong financial support for community languages around the early 1980s was withdrawn and funding came to favour essentially strategic and commercial languages. This has contributed to instability, discontinuity and a dependence on one-off special purpose grants. It would have been far preferable to have a consistent government policy that encouraged the steady growth of broadly based language programs in higher education.

A specific area of concern has been research funding. It was noted in section 6 that there was not a high level of research activity into the teaching of modern languages in language departments in higher education. This can be related, in part, to the relatively low chances that such research has of attracting government funding. 1991 research grant allocations, included only 7% for the humanities.

A number of other Government decisions have had an adverse effect on language teaching in higher education. Among these are the regulations with respect to charging under the HECS, which make it difficult, if not impossible, for some institutions to arrive at reciprocal credit arrangements. Such arrangements are, of course, necessary as a means of rationalisation of course offerings. Another problem is imposed by the non-recognition in the Higher Education Council's Paper on *Course Length and Nomenclature* of the double degree, a course structure of considerable relevance to language teaching. Further, many institutions have complained about the newly imposed copyright regulations which prevent the copying of material for educational use by videotape without the payment of fees at a level that most institutions cannot afford. The importance of access to current material on videotape on an ongoing basis in language teaching appears to have been overlooked. It is understood that Mr. Dawkins is making representations to the appropriate Minister on this matter.

15.1.3 *Unreliability of Employer Support*

One of the greatest disincentives to the study of languages in higher education comes from the uncertainty which graduates have of finding appropriate employment. The problem is not related to lack of need, but rather of demand. In this respect, Australia can be compared to the United States of America of which Richard Lambert recently wrote:

> [...] the overriding feature of foreign language instruction in the United States is that it operates in a climate of very limited utilisation of foreign language skills by adults, in particular very limited occupational demand for the linguistic skills of those Americans who do have language competencies (Lambert 1989, p.2).

John Menadue, Deputy Chairman of the Australia-Japan Foundation, recently described as "insular and short-sighted" (Menadue 1990) the attitude of many employers to languages. Despite the importance of Japanese to Australian trading relations, there is often a reluctance to employ graduates in Japanese from Australian higher education institutions. This may be attributed in part to a lack of recognition of the relevance of language qualifications, but also in part to a lack of confidence that Australians can be trained to use the language at a high enough level. This concern may often be well-founded, in view of the lack of time available in language degrees to develop proficiency (see below 15.1.5), and in view of the lack of nationally agreed criteria for describing the proficiency of language graduates. Both of these matters require attention.

The profession of interpreting and translating has not, despite the efforts of NAATI, generated a strong demand for graduates at NAATI level III. As a result, a number of courses have been cut back or withdrawn.

Language teaching in schools can potentially provide employment for many graduates, but we were told that students consider it an unattractive profession. A reason for this was suggested in a submission from Gay Reeves of the University of Newcastle:

> At present, in the writer's view, comparatively few students enter university with the aim of becoming LOTE teachers. The generally depressing LOTE situation in government schools where teachers have been struggling for many years to retain LOTE study does not present LOTE teaching as an attractive or satisfying career.

However, as noted in chapter 7, most State Education Departments have now adopted policies favouring the more widespread teaching of languages in schools, and more attractive career opportunities may be developing in the school systems.

Another complaint against education employers is that they have not, at least in some cases, encouraged teachers to upgrade their qualifications in the language, and have therefore crippled the motivation for language study at the post-service or higher degree level.

15.1.4 *Unreliability of Institutional Support*

Some of the disincentives for the study of languages have come from the higher education institutions themselves. It was the universities that relaxed the language requirements for entrance to their courses, though this continues to be a matter for debate in some places. The universities themselves, in some cases, have raised what one Vice-Chancellor has called "artificial barriers" to inter-institutional study and cross-crediting. Many higher education institutions are characterised by rivalry between competing areas for students (EFTSU). This reduces the capacity of language courses to be introduced or to expand. In particular, many professional courses to which language studies could make a contribution have, as one language department head put it, "entrenched themselves" so that their awards have no room for elective components in supporting areas.

In some institutions low priority has been given to the provision of basic facilities for language teaching. One institution was introducing new language courses during the long vacation because no language laboratories were available during the academic year. Another institution had failed to provide adequate seating for its language laboratory, and there were no typewriters to support course development and teaching in Chinese and Japanese. In some cases, there was a lack of materials. This was sometimes, however, (as in the case of such languages as Greek and Vietnamese) caused by factors beyond the institution's control.

By far the most important disincentive for language teaching and learning over which the institutions had control was the staffing policy. A number of submissions complained about the low status of language teachers in the institution. Some maintained a policy of distinguishing language teaching appointments by designating them "language instructors". According to a submission from the University of Melbourne, this implied second class academics with poor prospects. Some staff complained about the "encasualisation" of language teaching staff. The language teachers in such institutions were, in most cases, employed only on casual rates and had little time for meetings with other staff or for any activities apart from classroom teaching. It was clear that in some departments staff had to seek their academic credibility by having a research area other than language teaching. Staff members who saw their career as in language teaching were not always interested in furthering their qualifications, partly because of the lack of status in their area, and partly because of the cost of either overseas travel or H.E.C.S., which they would have to meet themselves.

15.1.5 *Demanding Nature of Language Study*

A disincentive with many ramifications is the fact that learning a second language is a long and complex process. The number of students available to commence language degrees from other than beginning level has declined, and it is a strongly held view by heads of departments (64%) that the need to meet a high aggregate discourages students from taking languages at secondary level. This disincentive is, in the view of 61% of heads of departments, exacerbated by the effects, or perceived effects, of the scaling of H.S.C. scores or the equivalent. This view is held most strongly in departments which teach community languages. Those who do take languages for the H.S.C. do not, in the view of some demanding staff, have an adequate foundation for study of the language in higher education.

It was generally agreed that students also found language learning hard in higher education, and that this was a disincentive for many of them. 43% of heads of department considered that the heavy workload for beginners' courses discourages students from studying languages. Vocabulary learning imposes a particular burden in such courses. But some staff said that even students beginning at H.S.C. level find it difficult to achieve proficiency after years of study and that this is one of their greatest disincentives. This problem is a concern of many staff of language departments. One, from Swinburne Institute of Technology, wrote:

> Research studies show that at least 700 hours of instruction are required to achieve a minimum Threshold Level of competence in a second language. Students of Italian at Swinburne (beginners) are exposed to 162 contact hours in each of years 1 and 2 and 216 contact hours in year 3, totalling 540 contact hours.

The problem is, of course, considerably greater when it comes to languages like Chinese, Japanese and Korean, which, it has been estimated, require 2000 to 2500 hours of instruction to achieve threshold level. Courses in higher education normally provide 500 hours or less. It has been queried whether a three year degree can be considered adequate for specialisation in such languages, and some people noted that Australia's three year degrees are not recognised in the U.S.A. or Japan. Nevertheless, 4 or 5 year degrees are not favoured by authorities in most institutions in Australia. For some purposes, a completely different degree outside the mainstream of university courses may need to be developed.

15.2 *INCENTIVES*

15.2.1 *Enhanced Rewards in Education for Language Study*

If the learning of modern languages is demanding, prolonged and not very popular, yet of importance to Australia as a nation, it seems reasonable for means to be found to increase the rewards which will come to those who successfully complete such study.

An attempt to do this at the secondary level was undertaken as an Australian Bicentenary initiative. It involves issuing an Australian Language Certificate to students who achieve given levels of proficiency on nationally administered written tests. Higher education has been involved in this project, since the language assessment has been carried out by Melbourne University. The possibility that proficiency tests might be introduced for tertiary students as a tangible recognition of achievement, and as a guide to potential employers, should be pursued.

Another way of rewarding language study is to make it count for more with respect to entrance to higher education. There are two main ways of doing this. The first, but perhaps the most difficult to achieve , is to reintroduce language as a requirement for tertiary entrance. This has been advocated by Professor Fay Gale, Vice-Chancellor of the University of W.A.:

> A serious multicultural policy would elevate the status of languages in secondary schools, and might make competence in a foreign language a requirement for tertiary entrance (Submission).

Another approach, already adopted at Monash and Melbourne Universities and proposed at the University of Adelaide, is to have additional points granted for the purpose of admission to a Bachelor of Arts (or other) degree for those candidates who have passed at least at least one LOTE at year 12 level.

The same principle could also be applied within higher education institutions for admission to an honours year in areas in the humanities. This was proposed for the Panel's consideration by Professor Gale.

15.2.2 *Enhanced Rewards in Employment for Language Study*

Within the Australian Public Service, there has been in existence for some time a Linguistic Availability Performance Allowance (LAPA), payable to employees with appropriate language skills. One of the initiatives of the National Agenda for Multicultural Australia is to review the effectiveness of this allowance. The allowance is intended to improve access and equity in the delivery of Government programs and services. Consideration will be given to its potential for providing an incentive for the acquisition and retention of languages other than English. If such investigation yields positive results, the further possibility of using this as a model for other employment sectors should be considered.

It was often mentioned to the Panel that the recent developments in Eastern Europe as well as the economic growth of Western European countries should provide an incentive for expanded learning of European languages in Australia. At present, the effects of these changes have not been clearly seen in language course enrolments in higher education. However, the potential rewards of competence in the relevant languages should be investigated and publicised to potential students.

With respect to language teaching, it is urgent that more attractive career profiles be developed within primary and secondary education for language teachers so that quality students will be attracted to training for this profession.

15.2.3 *Greater Flexibility in Course Provision*

A clear finding from the Panel's visits to institutions was that there is a growing interest among students for a wider range of courses than has been offered by language departments in the past. Some provision can be made outside the limits of award courses. In particular, there is a place for bridging courses for students who have taken languages to Year 10 level, or acquired some language competence through travel or other means but do not meet the requirements for entry to post-H.S.C. courses.

A second area which is in need of further development and which shows great promise is that of intensive courses. Such courses may occupy 20-25 hours of study per week, and they clearly demand specialised teaching techniques. Although there is a lack of research on such courses in Australia, the reports given on the programs which have been introduced suggest that they are highly motivating and are associated with very low attrition. It is not common for them to be incorporated into degree structures, but this can be done (as at WACAE). If it can be shown that such programs achieve more than average success in language learning, then it may be possible to convince institutional authorities that the expense they require is justified.

Thirdly, although there may be some reluctance on the part of D.E.E.T. to recognise them, there is a growing trend towards combined degrees, and the combinations are usually with disciplines well outside the humanities. Language degrees are being coupled with law, engineering, commerce, applied science and computing. Where such combined degrees have been made available, they are proving popular and successful and expanding the reach of language studies beyond its normal clients.

Similarly, there is a good deal of evidence that new incentive for language study is being found in courses in higher education which are targeted to very specific groups of learners. Courses in progress or proposed include Spanish for medical students, German for professionals, Italian for nursing and Italian for human service workers. Such courses require specialised design and teaching, and may be affordable only in certain institutions or where special supplementary funding has been obtained. It is desirable for them to be available at least in the larger institutions.

15.2.4 *Greater Investment in Course Provisions*

Finally, a strong incentive will be provided for language learning in higher education if a modest amount of investment in courses is made by Government and by the institutions.

First and foremost, appointments policies should ensure that quality staff with applied linguistics training and research capacity are appointed to language departments as language teaching specialists. There should also be means of recognising and rewarding good teaching. In the University of Western Australia this is achieved by means of a successful Distinguished Teaching Awards Scheme. Similar awards are made elsewhere. The Higher Education Council "believes strongly that all institutions should develop reward systems to recognise excellence in teaching, just as they have long-standing ways of recognising performance" (NBEET 1990c, p.18).

There also needs to be greater investment in overseas travel and exchange to enable both staff and students to have a greatly increased amount of in-country language use and practice without putting themselves into debt. The University of Melbourne has recommended as models the ERASMUS (European Action Scheme for the Mobility of University Students) and LINGUA schemes. The greatest incentive is likely to be provided by courses which are student-centred and relevant. All teaching should be encouraged to move in this direction, and be supported by up-to-date learning media and self-access facilities.

16. PROFILE OF TEACHING STAFF

16.1 *NATURE OF THE SAMPLE*

This section is based on the answers to the questionnaire distributed by the Review Panel to all members of teaching staff in all institutions of Higher Education in April 1990 (see Appendix 8), supplemented by material gathered during the visits to all institutions, submissions sent to the Review, and several small case studies.

A total of 377 questionnaires were returned and processed by the Review, covering 25 different languages (see Table 13). In the statistical analysis to follow, the smaller languages have been grouped into European (other), Asian (other) and Arabic/Hebrew (see Table 14).

Table 13. Languages taught by respondents (N=377).

French	82	Arabic	5	Croatian	1
Japanese	58	Korean	4	Macedonian	1
Italian	49	Vietnamese	4	Polish	1
German	41	Dutch	3	Serbian	1
Chinese	33	Hebrew	2	Slovenian	1
Indonesian	29	Hindi	2	Swedish	1
Spanish	20	Scots	2	Welsh	1
Greek	17	Thai	2		
Russian	13	Ukrainian	2		

Table 14. Languages taught by respondents: language groupings.

French	82	Chinese	33	Russian	13
Japanese	58	Indonesian	29	Asian (other)	14
Italian	49	Spanish	20	European (other)	12
German	41	Greek	17	Arabic/Hebrew	7

The numbers of staff for each language in these tables are roughly proportionate to student EFTSU numbers for each language (see chapter 9, table 3). In this sense the sample may be considered representative of teaching staff by language taught.

16.2 *STAFF POSITIONS*

Of the respondents to the questionnaire, 12% were professors, readers or associate professors, 63% senior lecturers or lecturers, 25% senior tutors, tutors or instructors. The differences in the distribution of staff across these positions in the various languages were minor. The median time in current positions was 5 years. Japanese had the lowest median, namely 2 years. Overall, 57% of the staff in the survey had either tenured or continuing appointments, and 36% were on contract or fixed term appointments. The more established languages, such as French, German and Russian, had more staff on tenure (71-79%). On the other hand, Japanese had only 33%, although another 21% were on tenure track. The percentage of part-time respondents was 12%.

Current 1990 Faculty Handbooks of 11 pre-1987 universities were examined, and numbers of staff positions in departments of modern languages were compared with those of staff in departments of English, History and Psychology/Behavioural Sciences. The comparison in table 15 is quite revealing. The percentage of staff in modern European languages at the most senior levels is inordinately low. By contrast, at the level of Senior Tutor/Tutor, the percentage is substantially higher.

Table 15. Distribution of staff across levels, classified by type of department (percentages)

	Modern European Languages	English	History & Politics	Psychology
Professor/Reader/ Associate Professor	13.5	24.4	26.1	22.7
Senior Lecturer/Lecturer	60.2	60.7	65.6	55.5
Senior Tutor/Tutor	26.2	14.9	8.3	21.8
N =	304	234	288	238

These results highlight the very weak position at the most senior level of the staff in language departments throughout Australia, compared to that of the staff in most other departments in Arts faculties. Such a situation is obviously inequitable for the individuals concerned, but it also leads to under-representation on policy-making bodies, which tend to draw their members from the senior levels. As might have been expected, languages have clearly the highest proportion of staff at senior tutor/tutor level.

In fact the real situation is even worse for languages, since we have to bear in mind that in this sample:

- only the more established languages were considered;
- older institutions are better represented than the newer;

- Handbooks sometimes do not list untenured staff, and almost never part-time staff.

Furthermore, the statistical nature of these results hides the extreme variety that exists for different languages in different institutions. For some well-established languages in older institutions the situation can look acceptable, with numerous senior staff and few part-timers (eg German at Sydney University and Monash University). However, a common complaint heard during the visits throughout Australia is the precariousness of the conditions of many untenured and part-time staff members teaching in smaller and newer language programs. For example, at Monash a full three-year sequence of Italian is taught by only one tenured staff member at the level of lecturer, helped by two untenured tutors. At the South Australian Institute of Technology the five languages offered in two-year sequences are all taught by either untenured or part-time staff, except for the associate professor in charge of the department. The Slavonic languages at Macquarie University have had similar problems.

The precariousness of the position becomes intolerable when staff members who are often appointed to junior positions on low salaries not only have to take on full responsibility for setting up and running new programs, but are also told that if they cannot raise outside funds, their programs will come to an end (eg Italian at Macquarie University and Macedonian at the Western Australian College of Advanced Education).

Two main reasons can explain this general weakness of staffing levels in language departments. First, many of the languages currently taught are not only "new" languages , in the sense that they have been introduced recently, but also "young" languages, in the sense that the initial appointments have been made at the most junior levels. A consequence of this widespread practice of building languages from the bottom up is the fact that the junior staff is overloaded by a variety of essential administrative and promotional tasks which reduce their opportunity to acquire those qualifications usually deemed necessary for promotion.

The second reason is that language departments are usually rather small and quite broad in the subject matter they teach. They therefore require the staff to teach in a variety of areas which are often unrelated to the areas of their specialisations (see 16.3). Again this reduces their chances of promotion compared to colleagues in other departments who can often teach and research in their specialised areas.

16.3 *STAFF QUALIFICATIONS, RESEARCH AND TEACHING ACTIVITIES*

The areas in which the staff in the sample of the Review's survey are qualified, research and teach are shown in Table 16.

Table 16. Areas in which staff are qualified, research and teach.

	qualifications	research activities	teaching activities
Literature	59%	45%	48%
Language Teaching/Learning	56%	35%	81%
Civilisation/Culture	24%	28%	38%
Linguistics	32%	29%	20%
Sociology	2%	4%	2%
Others	4%	6%	4%

Note: the percentages are the percentages of the sample who ticked different boxes. More than one box could be ticked in each category.

Although there is a fair spread of interest in many areas, the traditional area of literature still dominates the Australian scene. Overall, only a minority of staff stated that they either have qualifications in, research or teach linguistics, civilisation/culture or sociology.

While there was general consistency across languages, fewer staff in Indonesian (21%) stated that they had qualifications in literature, and fewer staff in Chinese (Mandarin) researched in this area (16%). These results are consistent with both the Ingleson Report on Asian Studies and the comments gathered during the visits by the Review Panel. In fact, the newly introduced Asian language programs in general, and those in the newer universities in particular, offer their language in combination with a much wider range of areas than the older European language programs.

With regard to the area of "language teaching/learning", teaching activities were ticked by 81% of the staff in the sample. This is a very high percentage, and needs to be explained. A likely explanation is that the respondents have misunderstood "teaching the teaching/learning of the language" i.e. teaching methodology, as "teaching the language". In fact, while almost all staff teach the language (see below), very few teach how it is taught and learned.

The fact that the percentages in the vertical columns in Table 16 add up to much more than 100% means that most staff in language departments are qualified, research and teach in more than one area. During the visits it was made clear to the Review Panel that this is an issue of some concern, especially in small departments where staff feel obliged to maintain a wide range of offerings in different disciplines, but at the same time find themselves pulled in too many directions. In such cases, the activity that seems to suffer most is research production.

With regard to research and teaching activities, the Review study asked the staff what is valued most in their departments. The answers given are summarised in Table 17, where the degree of agreement/disagreement shown relates to the statement that the five areas given (*viz.*, research in literature, in language teaching/learning and in other areas, and teaching the language and in other areas) are "highly valued".

Table 17. Perceived value of research and teaching activities.

Object of value	strongly agree	agree	neutral	disagree	strongly disagree
Research in literature	54%	20%	11%	10%	05%
Research in lang teach/learn.	37%	23%	19%	12%	05%
Other research	41%	22%	23%	09%	05%
Language teaching	45%	21%	20%	08%	06%
Other teaching	27%	24%	27%	12%	11%

A majority of staff agreed with each proposition, indicating that all five areas are highly valued in their departments. However, the differences among the five areas are quite revealing. Overall, research in literature was viewed as most highly valued, and teaching in non-language areas as least highly valued. With regard to research, after literature, the strongest agreement was elicited by non-language areas, and the weakest by language teaching and learning. On the other hand, with regard to teaching, language received the strongest agreement. These results confirm the widely-held perceptions that in universities:

* research is generally more valued than teaching;
* when we talk about literature and other non-language areas we really mean research, whereas when we talk about language we really mean teaching;
* given the strong need for effective language teaching, research into language teaching/learning is finally beginning to be recognised as an important activity.

When the different languages are compared, there are no differences for any of the five activities, except for research in literature (see Table 18). This was rated most highly by staff teaching French, German, Greek and Russian, and least highly by those teaching Japanese. Staff in Japanese regard research in language teaching/learning and language teaching most highly, and research in literature least highly.

Table 18. Perceived value of research and teaching activities by language.

	Research: literature	**Research: other**	**Teaching: language**	**Research: language teach/learn**	**Teaching: other**
Chinese	3.8	4.1	3.9	3.6	3.8
French	4.7	4.0	3.9	3.6	3.6
German	4.4	3.4	3.7	3.7	3.5
Greek	4.5	4.3	3.9	3.7	3.4
Indonesian	3.6	3.8	3.6	3.4	3.0
Italian	4.1	3.9	3.8	3.7	3.1
Japanese	3.1	3.7	4.1	3.9	3.3
Russian	4.5	4.3	3.7	3.4	4.0
Spanish	4.1	3.7	4.1	3.5	3.8
European (other)	4.2	3.7	4.0	3.2	3.7
Arabic/Hebrew	4.2	4.5	4.0	3.2	4.5
Asian (other)	3.7	3.4	4.8	4.2	3.0
total	4.1	3.9	3.9	3.7	3.5
	F(11,348) =7.3 p<0.001	F(11,320) =1.4 p>0.1	F(11,343) =1.2 p>0.1	F(11,344) =0.8 p>0.5	F(11,282) =1.55 p>0.1

16.4 *MAINTAINING AND UPGRADING LANGUAGE AND LANGUAGE-TEACHING SKILLS*

The median time spent in the last five years by the staff in our sample in a country where the teaching language is spoken varied from two to four months across languages. The staff teaching French, Indonesian, Japanese, and other European languages had spent four months, those teaching German, Italian and Arabic/Hebrew three months, and all others two months. Fifteen percent had not spent any time in the country where their language is spoken in the last five years. Overall, these results are consistent with the responses from the Heads of Departments concerning study leave, which state that most of their tenured staff take study leave overseas. Of course, severe problems arise for the non-tenured staff, who are not entitled to study leave and can go overseas only at their own expense during vacation time.

Only a very small minority of the staff in the Review sample (5%) stated that they do not regularly read either a daily, weekly or monthly newspaper in their language. Most specified only one category, the most popular being either a daily or a weekly newspaper.

The vast majority of the staff (87%) surveyed by the Review stated that they had been engaged in activities directed towards enhancing their language teaching skills. There are no differences among languages and types of staff. Of the listed activities enabling them to accomplish this, personal reading and research is the most common (77%), followed by conferences (58%), and formal and informal instruction from specialists the least common (21% and

38% respectively). (The percentages add up to more than 100 because staff could respond to more than one category.)

16.5 *TEACHING THE LANGUAGE*

Teaching the language is an essential activity in all language departments (10.4.1). Although in tertiary institutions it is not rare to hear the argument that language is not separable from culture (be it literature, history, linguistics, sociology, or whatever) and that the process of learning a language is the process of taking on a new cultural outlook, in practice all departments inevitably teach quite separate, identifiable, language classes, irrespective of what else the courses comprise (see also Bowden, Starrs and Quinn 1989).

The median number of language classes taught per week by the staff sample of the Review study varies from 4 to 11, with French, Greek and Russian at the lower levels and Chinese, Indonesian, Japanese and Italian at the higher.

The anomaly of Italian being the only European language to be grouped with the Asian languages in requiring many more language classes needs explaining. A possible explanation is the fact that, on the one hand, unlike French and German, the other two major European languages, Italian is a relatively new language in the school system; on the other hand, unlike Greek, the other major community language, Italian does not cater only for students of Italian background. For both these reasons Italian has by far its largest student intake in the beginner stream and therefore requires more attention to language teaching.

Departmental policies as to who teaches language classes vary greatly. In the sample, 44% of respondents stated that in their departments language classes are allocated to all staff, irrespective of rank and main area of interest. This practice, however, is not seen as desirable by 84% of the staff. Most (72%) stated that language classes should be allocated to staff expressing an interest in language teaching.

On the attitudes of staff towards language teaching, it is worthwhile comparing the results reported above in Table 4 and 5 with those reported in Bowden, Starrs and Quinn (1989, pp.136-137). This study derived its data from a national survey conducted in 1984. After remarking that "language teaching is the Cinderella of staff duty", it notes that:

> certainly in the past, language teaching has been avoided where possible, and often allocated to the most junior staff. [...] However, there are indications that change is taking place in some institutions. [...] Certainly, staff who specialise in language teaching have been appointed in some places to tenured positions.

Since our survey is based on data collected in 1990, we can confirm that the predicted change has to a certain extent occurred, and that it has been led mainly by Italian and the Asian languages.

On the other hand, issues which were contentious six years ago remain highly contentious. Bowden, Starrs and Quinn (1989, pp.136-137) report that in 1984 there was a wide and even spread of opinion on whether non-language specialists should be required to take language classes. During the visits in 1990, strong opinions were presented to the Review Panel both in favour of and against specialisation.

The main argument in favour of allocating language classes to language-teaching specialists is the professionalisation of language teaching: all staff who teach the language are fully committed to it, not only in teaching but also in research. At the same time staff in other areas, who sometimes resent having to teach the language, can concentrate on their specialised areas.

There is a second important argument put forward in favour of language-teaching specialisation. Especially departments which have expanded more widely beyond the classic language and literature areas argue that, if language remains the province of specialists, it is easier for them to attract more diverse staff, such as historians, sociologists or economists. In fact, whereas literature staff traditionally expect to teach language classes, and to a certain degree are also trained to do so, this is not the case for specialists in other disciplines.

The main counter-argument to specialisation is that there is a clear danger of splitting the staff into two separate sections: those who teach the language and those who do not. And until language teaching, both as an activity in itself and as an area of research, is valued by everybody as highly as any other area, language teaching specialists will always be considered second-class staff.

A second argument against allocating language teaching to specialists only is that the non-language specialists, having been relieved of the obligation to teach the language, may have less need to practise it, with negative consequences for their language skills.

Although, as we have seen, the majority today does not favour the allocation of language classes to all staff irrespective of rank and interests, some still argue for it strongly. Some of the advantages put forward are:

- the pernicious separation of language from culture can more easily be avoided if the staff teaching the language have other strong interests;
- since everybody teaches the language, there are no second-class staff;
- all staff continue to practise their language, and are motivated to improve it.

The controversy is further heightened by the fact that, despite the changes foreshadowed by Bowden, Starrs and Quinn, to many academics language teaching remains the Cinderella of staff duties. In fact there is a fundamental difference between language teaching and other-area teaching, namely that language learning requires small and frequent classes, and especially at the beginners' level allows for relatively little discussion and philosophical argumentation. This is not to say that it does not require an intellectual effort on the part of the students. However, while lectures and seminars continue to be valued more than tutorials, language teaching will continue to be allocated more often to tutors than to professors. This is rather unfortunate, because it confuses the controversy about language-teaching specialisation with the issue of the ambiguous position of untenured tutors generally.

The University of New South Wales and Monash University have compromised and created the grade of Instructor. Instructors are members of staff who specialise in language teaching, receive an initial salary that is equal to that of a lecturer, are tenured and enjoy a limited career path in that they can be promoted up to the grade of senior lecturer. The crucial difference from the rest of the staff is that, while they are expected to plan and coordinate the teaching of the language in the department and produce teaching material, they have no obligation to conduct research, and indeed have no time to do so, since the number of their teaching hours is substantially higher.

Again, views on language instructors vary a great deal. Even in the two Universities that have introduced this grade opinions are divided. The proportion of language instructors to other staff has been limited to one in ten. During the visits it became clear that most senior staff in other institutions are strongly against the idea of separating teaching from research and creating a second-class group of staff. The University of Melbourne's submission is unequivocal:

> The trend in some institutions towards the creation of an underclass of permanent "Language Instructors" with no career prospects and no encouragement to engage in academic research should be strongly resisted, as it leads to the undervaluing of language teaching in the institution. As a result of the creation of this category of staff, language teaching is too often seen as a dead end occupation for those with no academic ambition and with no status in the staffing hierarchy. This is entirely counterproductive if the status of language teaching in Universities is to be raised.

Nevertheless, it must also be said that the position of instructor appeals to many tutors who have been giving their time and energy generously to teaching language classes and producing teaching material for years, but have little hope of proceeding to a lectureship because they lack the research requirements of this position.

The members of the Review Panel unanimously agree with the University of

Melbourne's submission that:

> The efficiency and effectiveness of language teaching will be improved by the provision of a proper career track for those University teachers (lecturers, tutors and others) who are committed to language teaching as an aspect of their work. Staff involved in language teaching should be encouraged to explore the academic and research dimension of language teaching and learning.

Qualifications such as an M.A. or a Ph.D. in applied linguistics with specialisation in such areas as bilingualism, special purpose language teaching, language curriculum design, language teaching methodology, technology and language learning, and language testing seem particularly suitable to the needs of language departments.

These considerations have important policy implications for staff development and promotion in the case of existing staff, but even more so for recruitment of new staff.

One of the remarks often heard during the visits was that in the past it was assumed that all staff, irrespective of area of specialisation, had had a fair amount of linguistic training sometime during their education either directly or indirectly through learning the formal grammar of a language. It is a matter of great concern that nowadays the case of young Australian-trained lecturers who have learned no formal grammar either at school or at university, and have learned languages through the communicative method is by no means rare. It is compounded by the fact that the teaching of formal grammar plays little or no part in the way virtually all young Australians are now taught English, as the sole compulsory language.

If such young staff join language departments there is no reason to doubt that they will perform excellently in their area of specialisation, but there is every reason to believe that as language teachers their contribution to the professionalisation of this important activity will be minimal or indeed counter-productive. If they are allowed to become numerous, it may well prove inevitable that the old practice of allocating language classes to everybody in language departments will die out.

17. TEACHER EDUCATION

17.1 *AVAILABILITY*

17.1.1 *Languages on offer*

28 higher education institutions were involved in some form of LOTE teacher education program in 1990. The most commonly offered languages were French, Italian, German and Japanese. These were followed by Chinese, Indonesian, Spanish, Modern Greek, Arabic, Vietnamese, Turkish, Hebrew, Croatian, Serbian, Macedonian, Polish and Russian. (Fuller details are to be found in Appendix 2.) This order broadly reflects the relative frequency of languages offered in higher education in Australia (see chapter 9). However, considerably fewer languages are offered in teacher education programs than for academic study overall.

17.1.2 *Mode of offer*

In Australian universities and colleges teacher education in LOTEs is offered in a number of forms. It may be restricted to a Dip. Ed. course following a degree; it may be integrated into a four or five year B.A.,Dip.Ed. or B.Ed. course; or it may take the form of units or options in a teacher education program for primary teaching.

17.2 *STUDENT DEMAND*

Following the relative decline in the demand for LOTEs in secondary education in the past two decades, and with it the disappearance of an attractive career structure, the demand for traditional mode language teacher education has fallen significantly. Of the small numbers of students who do undertake LOTE teacher training, some are clearly keeping their career options open. This is particularly so when a language in high demand, such as Japanese, is chosen, since it gives potential access to careers other than teaching.

In some States (e.g.New South Wales) there has been a long-standing tradition that prospective language teachers study two languages. Without two languages opportunities for promotion have been severely limited.

During the course of the Review, some overseas-trained teachers and academics have commented on this tradition of two teaching languages, claiming that, in their own countries, proficiency in one foreign language is recognised as adequate. A Chilean teacher, for example, commented: "You seem to ask so much of your Australian [LOTE] teachers. With little or no overseas experience, you expect them to be proficient teachers of two quite different languages, such as, say, French and German. We expect an English teacher to be proficient in English, or a French teacher to be proficient in French. We don't expect proficiency in two foreign languages." A similar point was forcefully made in a submission from the University of Western Sydney, Macarthur. The two-language requirement was described as "unrealistic for most individuals".

In this context, it is interesting to note that in at least one State, Western Australia, students intending to teach LOTE in a government school must choose a non-LOTE teaching method to go with their language, so as not to restrict their teaching opportunities, particularly in small or rural schools, where only one language (or perhaps no language) is available. One advantage of this insistence is that interest and competence in LOTEs tend to spread more easily into other disciplines.

There are now indications that even in States like New South Wales students are tending to combine a LOTE with other teaching subjects, such as English as a Second Language, English, Social Science or History. Reasons for doing so include a desire to keep career options as open as possible, extending beyond teaching. Even for those committed to teaching, there is a perception that it is better/safer to have a core subject (e.g. English) to back up an elective subject, such as LOTE, so as to maximise employment opportunities. With the promise of an enhanced career structure in LOTE in secondary and perhaps primary schools, it will be interesting to see whether there is a move back to a choice of more than one language as teaching subjects.

At the moment, however, the combination of a LOTE with ESL is increasingly frequent, and seems based to some extent on a perceived empathy with the commonality of purpose and technique between LOTE and ESL teaching. There is also a perception that overseas teaching opportunities are enhanced if an ESL method is included.

The Review Panel found that LOTE teacher-educators generally acknowledge that they advise their students to keep their career options open. This obviously has some effect on student demand. Typical comments included: "It is advisable nowadays to have two distinct subject areas for teaching" and "Don't put all your eggs in one basket, even if it is made in Japan".

17.3 *THE STATUS OF TEACHER EDUCATION IN HIGHER EDUCATION*

The Review Panel gained the distinct impression that LOTE teacher education rarely looms large in the real priorities of most higher education institutions. This may explain why, despite reminders, as many as 12 institutions did not respond at all to the Review's Teacher Education questionnaire. The response rate to the other questionnaires was considerably higher.

Responsibility for the program frequently rests with only one lecturer, often a seconded teacher and sometimes only on a part-time basis. Despite the undoubted dedication of most such lecturers, it is difficult for them to fulfil adequately all the demands of the position. These include keeping abreast of research into language pedagogy and making their own contributions to it; developing their own pedagogical materials; employing diversified approaches to different course objectives; exploiting new technology intelligently; and ensuring that language teacher education is not overlooked in the determination of departmental and faculty priorities. Frequently in universities and colleges only a "language-generalised" method program is available, rather than "language specific" courses. It is clear that many institutions need to treat much more seriously teacher training in LOTEs.

On the other hand, some of the smaller or more specifically focused colleges mount carefully planned LOTE training programs designed to provide a language teaching option or extension for intending primary teachers (e.g.Institute of Catholic Education). These programs often include "community languages" such as Turkish or Modern Greek, as well as languages of wider demand, such as Indonesian or Chinese. Sometimes the courses are of quite limited duration and scope, in some cases lasting for only one semester.

It was obvious to the Review Panel that the closeness and effectiveness of links between language departments, teacher education departments and teacher employing authorities varied considerably from intelligent interaction to complete indifference. It is equally obvious that close, constant, and coordinated contact is vital if higher education institutions are to respond to the expectations of teacher education held by government, business and the community. These expectations relate to the nature and level of the skills required, the numbers of teachers needed at a particular time, and the range of languages to be covered.

Areas for improvement include closer liaison between:

- academic departments and teacher educators, in regard to course objectives and proficiency levels;
- higher education institutions and teacher employers, especially in regard to credit for overseas experience and/or qualifications;
- higher education institutions, teacher employers and business in general, in regard to future plans, initiatives and priorities concerning the place of LOTE study in Australia.

17.4 *QUALIFICATIONS OF LOTE TEACHERS*

Traditionally, language staff at the higher education level have gained postgraduate qualifications at Master or Doctor level, but do not necessarily have any specific teacher training. This lack is increasingly being addressed through programs of staff development, but there is still some way to go.

Most secondary school language teachers have a first degree plus a Dip. Ed. or equivalent. Some have gained Masters degrees or even doctorates, but usually after beginning their actual teaching career and on their own initiative.

In more recent years, with languages being taught in various parts of the non-higher education educational spectrum (e.g.secondary schools, primary schools, TAFE colleges, evening colleges and private "language schools"), teacher backgrounds and qualifications have diversified considerably. Diversification is also attributable to the sheer range of the languages now taught, and to the variability in the nature and size of the student body.

Most secondary teachers of the mainstream "traditional" languages, such as French, German or Indonesian, are Australian-born and educated, having themselves studied the language at school, at university and perhaps abroad. Comparatively few are native-speakers of the language(s) they teach. This model varies considerably for other languages, such as Italian or Spanish, where comparatively larger percentages of teachers are native-speakers, or at least come from a native-speaking background. Some have studied overseas and have overseas qualifications as well as (or instead of) those gained in Australia. In the case of languages like Arabic, Turkish or the smaller "community languages", virtually all teachers come from the language background concerned. In many cases, their original training was overseas. Languages such as Japanese and, to a lesser extent Chinese, are taught by both native and non-native speakers of varying academic backgrounds. The recent rise in popularity of Japanese in particular has been accompanied by a significant presence amongst the student candidature of native-speaking Japanese students, either permanent or temporary residents in Australia.

Sudden rises in the popularity and status of a particular language (such as for Japanese) have a considerable impact on the capacity of the conventional teacher training institutions to provide teachers. At the moment teachers of Japanese are in such short supply that a variety of strategies is being employed to produce them. These include short/intensive (re)training courses, special Diploma courses for overseas trained people who may not have teaching qualifications normally recognised in Australia, and even the provisional employment of people (usually native-speakers) without recognised teaching qualifications. Especially at a time when communicative competence is being strongly encouraged in schools and elsewhere, the professional acceptability of some of these courses and practices is very much open to question.

Because of the imminent high demand for qualified LOTE teachers and the necessity of maintaining high standards, active and direct encouragement should be given to teacher education institutions to provide appropriate courses (such as a Diploma in Language Teaching) specifically designed to enable linguistically competent but "unqualified" LOTE teachers to teach with major employing authorities. Many potential language teachers are undoubtedly lost because of the absence of such courses, especially on a part-time basis.

The Review Panel was pleased to note some recent initiatives in this area. The Catholic College of Education in Sydney, for example, has developed a special "qualifying" course for such people. This initiative has the advantage of having been developed in close liaison with the Catholic school system as an employing authority, so that graduating teachers will be eligible for employment within the Catholic system at primary level.

Whatever the background or qualifications of LOTE teachers may be it is essential for them to have oral and written proficiency. Such proficiency needs to be clearly defined and, where possible, related to levels of entry, progression and exit from courses. We are now in a situation where we have proficiency scales available which, while not universally accepted, are backed up by substantial research literature (see Ingram 1990a for a bibliography). Coordination and further research are required.

For the achievement of adequate proficiency there needs to be recognition by language departments, teacher education program designers and employing authorities of the nature and demands of language learning and of the minimum contact hours generally deemed necessary to achieve threshold proficiency levels. For European languages this minimum has been suggested as 500-700 hours, and for Asian languages such as Chinese 2000-2500 hours. This has obvious implications both for original LOTE training and for retraining programs.

Of particular relevance to oral and written proficiency is residence in a country where the target language is spoken. The Review Panel believes that, in the longer term, such residence should be a prerequisite or co-requisite for LOTE teaching. In the shorter term, teacher training institutions should reward it by such incentives as the granting of advanced standing or credit points. The Review Panel also believes that LOTE teacher employing authorities should encourage and reward such experience by the granting of paid or subsidised leave, enhanced promotional opportunities and direct financial incentives.

17.5 *SATISFACTION WITH TEACHER EDUCATION*

A questionnaire was used to canvass the views held on their teacher training by practising language teachers appointed in the past five years. The responses to the question:"How well did your teacher-training prepare you for teaching languages?" were not particularly encouraging. Only 8% replied "very well", 10% rated the training as poor and 32% gave their training a mediocre 3 on a scale of 5. When asked what changes they would make in their training if they had the opportunity, almost all stated that they wanted an increase in emphasis on communicative skills, especially oral/aural skills, while some wanted more "relevant" literature. More or less in keeping with this, 64% of respondents believed that their teacher training had too much theory, with 33% considering that it had a good balance of theory and practical elements. Slightly more encouraging was the 58% affirmative response to the question:"Did your teacher-training course provide you with sufficient knowledge and teaching skills?".

It is clear, then, that recently appointed teachers share the view of students and recent graduates about the priority that the oral/aural component should have in teacher education. The consistency with which this message came through makes it imperative that the issue be seriously addressed by course developers.

17.6 *THE CHALLENGE FOR TEACHER EDUCATION*

The issues canvassed in this chapter give some idea of the enormous demands now being placed on LOTE teacher education. Programs must take account of:

- the teaching of both European and Asian languages in secondary schools, primary schools and TAFE colleges;
- student clienteles which may be entirely native-speakers, entirely non-native speakers or mixtures of both;
- a variety of rationales for the teaching (and learning) of particular languages. These include mother tongue maintenance, multicultural perspectives and second language learning for vocational purposes.
- a variety of vocational ambitions and attitudes among intending LOTE teachers, including a desire to link LOTE study with other studies, to give greater vocational flexibility.
- a strong view, held by students, their parents, employers and the community in general, that successful LOTE teaching depends above all on oral and written proficiency in the target language

17.7 *SUPPORT FOR LOTE TEACHER EDUCATION*

There is a perception in the community that priority for funding now goes almost exclusively to Asian languages. While this may not, in fact be strictly correct, it is vital that the need for continuing funding and support for European languages is recognised and transmitted into practical support for teacher education programs in all languages of relevance. This should include a much more coordinated use of distance education, part-time courses and other modes of delivery.

Teacher education programs in some of the languages of lesser demand depend significantly, or totally, upon community funding. Whilst it commends the effort and enthusiasm that characterise such initiatives, the Review Panel believes that community funding alone, particularly when uncommitted in any structured or long-term sense, is an insufficient base upon which to introduce or maintain a LOTE teacher education program in an institution of higher education.

It is significant that only one surveyed institution stated that its teacher education program specifically allowed for coverage of small/minority languages. Problems in supporting them specifically included funding difficulties, lack of viability in realistic terms, limited opportunities for teaching practice, difficulties with expert supervision and methodological support. Clearly some rationalisation and coordination of support for such languages is necessary if they are not to disappear altogether.

18. RESEARCH ON LANGUAGE TEACHING IN HIGHER EDUCATION IN AUSTRALIA

This section reports briefly on the research into the teaching of modern languages in higher education that is being pursued in Australia.

18.1 *THE ROLE OF RESEARCH*

> Strangely enough, very little has been written *about* research on language teaching *per se*, perhaps because among many practitioners it is still regarded as a somewhat peripheral aspect of language teaching. Consequently language teaching research lacks direction. There has been little discussion about research emphases, nor has a distinct research methodology established itself as yet. (Stern 1983, p.57)

It might seem redundant to argue the role of research on language teaching in higher education, yet there has been reason to doubt whether its place has been firmly established in the profession worldwide. This has been borne out by the Review's survey of citations for the period 1970-1990 in a number of international research databases. On the Australian scene, although a recent survey (Bavin and Nicholas, forthcoming) has reported considerable activity in the field of second language acquisition research, university language departments have, in the past, been criticised for their failure to encourage such research, despite the ready population of research subjects available in Australia (Quinn 1982, p.150).

Although there has been considerable change since the introduction and implementation of the National Policy on Languages, an orientation towards research into language teaching is lacking in many higher education language departments. In some cases, the failure of language departments to carry out research into tertiary level language teaching is to be explained on the basis of their giving priority to research into language learning in schools. In other cases, academic structures within the institutions do not favour the carrying out of research into teaching except in faculties of education.

At least four main reasons can be advanced for the importance of conducting research in this area. In the first place, as Quinn put it, "at least in universities, no teaching operation can retain a high standard of excellence unless it is backed up by a research base" (1982, p.150). Institutions of higher education which teach languages must be active in research for the improvement of their own performance. In a submission to the Review Associate Professor David Nunan of Macquarie University argued that this applied to all language teachers: "[...] language teaching practitioners at all levels, primary, secondary and tertiary, should be involved in curriculum research and development [...]." If this is so, then it would seem to be especially true in universities, with their claim to be research-based institutions.

A second related justification for language departments to be involved in research into language teaching concerns their accountability for the use of public funds. Stern argues:

> Second language teaching - like any other educational enterprise - represents an investment in human and financial resources. It engages large numbers of people full-time and for many it is a life-time career. It occupies many man-hours of student time. Considerable investment is required for facilities, technical equipment, and teacher education, and for the production of instructional materials, such as grammars, textbooks, dictionaries and audiovisual aids.
>
> Planning, decision-making, practice, and innovation in this area should, therefore, not exclusively rely on tradition, opinion, or trial-and-error. (1983, p.57)

If the practices of language teachers are required to be research-based, then the kind of methodological indeterminacy described in Chapter 13 can be, at least to a degree, avoided. Wasteful trial-and-error approaches can give way to ongoing principled development.

A further important consequence of basing language teaching activity in higher education on research is that it can improve the status of the language teacher in higher education among his/her peers. At present language teachers suffer from the fact that other activities of language departments, such as the teaching of literature and civilisation, are seen to be research-based, and lead on to research for graduate students. Language teaching on the other hand is often unrelated to the research activities encouraged by the department. Understandably, this leads to a quite unwarranted status imbalance in departments between language teaching and teaching in other areas.

A fourth important reason for promoting language teaching research is that it provides an opportunity for graduate (and honours) students to broaden their perspectives and to probe an area in which most of them will work professionally. If language teaching in higher education and at other levels is to improve, the research contributions of both motivated professionals and talented students are necessary.

18.2 *THE POTENTIAL FOR RESEARCH*

It has been argued (Stern 1983) that, in the 20th century, the main advances in research on language teaching date from the 1950s with the psycholinguistic work on language aptitude and language testing by Carroll. Other landmarks have been the work of Lambert showing the relationship between language attitudes and foreign language learning; and the innovative work in syllabus and course design carried out by both the *Centre de Recherche et d'Etude pour la Diffusion du Français* (CREDIF) in Paris and the Council of Europe in Strasbourg. Since 1959 a number of important research centres have been established. These include the Center for Applied Linguistics (U.S.A., 1959), the Centre for Information on Language Teaching and Research (U.K., 1966), the International Centre for Research on Bilingualism (Quebec, 1967), the Ontario Institute for Studies in Education (Toronto, 1968), and the National Foreign Language Center (U.S.A., 1986). A good deal of research attention has been given to the audiolingual and cognitive methods, the use of language laboratories, the teaching of languages to younger children and the teaching of languages through immersion. Much practice in language teaching, however, is still not research-based.

Apart from research into the teaching of languages other than English to English speakers, the language teaching profession can draw on the substantial body of research into second language teaching and learning that has come from study of the teaching of English to speakers of other languages. A summary of this research and an indication of its applications are provided in Nunan (1990). A good deal of it has focused on the development of the "macroskills" of listening, speaking, reading and writing, while much of it has been influenced by recent research into the analysis of discourse, conversation and interaction. There has also been a focus on learning and communication strategies and on other factors relevant to the individualization of learning. Only limited research has been published on language teaching specific to higher education. A recent review of trends in Australian higher education research (Beswick 1987) failed to refer to any such research relevant to language teaching, though this was not the only area in which there appeared to be research gaps. The author observed that a "commitment to understanding and improving the processes of professional education" (p.141) was absent from many fields of higher education, with the exclusion of medicine and teacher education.

Another observation of Beswick was that, where research into education had taken place, it was often carried out by government agencies and committees of enquiry (p.131). This is borne out in the case of modern languages. The most extensive self-evaluation of the profession has taken place in the six reports referred to in the Introduction to this Report. These were written for the Australian Humanities Research Council (1966), the Commonwealth Department of Education (Auchmuty 1971), the Australian Universities Commission, *(Languages and Linguistics in Australian Universities* 1976), the Australian Academy of the Humanities (1975), the Australian Research and

Development Committee (Hawley 1981) and the Asian Studies Council (1989a). Two other studies which attempted a nation-wide coverage were those of Bowden, Starrs and Quinn (1989) for the Centre for the Study of Higher Education at Melbourne University (supported by funding from the Australian Research Grants Scheme) and Ammon (forthcoming). The latter was carried out by the author when in Australia as a visiting exchange scholar from Germany.

Most of these studies provide a broad-brush picture of existing policy and practice in modern language teaching in higher education. The potential for research into the details of syllabus design, methodology, learner characteristics and strategies, experimental course components, materials development and the employment of a range of educational technologies specifically in higher education has been tapped in isolated studies and Centres, and is being stimulated through the activities of the National Languages Institute of Australia. However, in many ways it lags behind the needs for its application at a time when marked policy changes are affecting practice in the field.

18.3 *PUBLISHED RESEARCH*

A number of language teaching researchers publish in overseas journals such as *Le Français dans le monde* but research published by and for teachers of modern languages in Australia is most likely to appear in the journal of the Australian Federation of Modern Language Teachers' Associations, *Babel*, in the *Australian Review of Applied Linguistics*, or in *The SGAV Journal*. Language teaching in higher education is not the exclusive preoccupation of these journals, but approximately 30 papers directly relevant to this area have appeared in them over the past 20 years.

More than half of these papers are best described as commentary on issues or on practice rather than reports on research. The most commonly occurring preoccupations in these papers are:

- approaches and methodology (McCarthy 1980, 1981, 1983; Newman 1978; Quinn 1985; Rivers 1988, Rolin-Ianziti and McCarthy 1987);

- survey and commentary on language teaching in higher education (Adams 1967; Jackson 1968; Clyne 1970; Quinn 1982);

- computer aided instruction (Joy, Lian and Russell 1983; Joy and Lian 1983; Sussex 1983).

Other papers dealt with course development (Bloomfield 1972; Lian and Mestre 1983), teacher education, (de Salis 1987; Wajnryb 1989) or a range of one-off topics.

It is difficult to establish any consensus of research findings or viewpoints, since the number of contributions is small and there is little ongoing debate among journal contributors. However, in the articles in these journals and also in some research reported elsewhere, there is a growing preoccupation with student factors affecting learning. These include learning strategies (Reeves 1980), motives and perceptions (Ammon, forthcoming) and reasons for attrition (McMeniman and Chant, n.d.).

Ammon's study of lst and 3rd year students of German in higher education institutions in 1987 showed that their strongest motivation for study was the desire to use German in Germany. The most strongly desired language skill was speaking, which had precedence over aural comprehension, reading and writing (in that order). The most highly ranked desirable characteristics of the teaching in their courses were helpful lecturers, instruction in German and small groups. In evaluating their level of satisfaction with the instruction they were receiving, a considerably greater number were satisfied with their language instruction (71.3%) than with instruction in literature (57.6%).

In a study based on 124 first year students of Japanese, Chinese and Indonesian in higher education institutions in Queensland, McMeniman and Chant (n.d.), considered the influence of 26 variables on continuing student motivation (or resistance to dropout). They found that the three most important variables were:

1. whether of not, on entry to the course, they had viewed language study as very important;

2. what meaning the second language held for them (in terms of relevance, interest, etc);

3. to what extent the second language setting had generated anxiety for them.

Although the third variable showed some support for the shift in the direction of "humanistic" approaches (since these often aim to reduce tension in a language learning setting), one of the most noteworthy findings is that the factors most affecting continuing motivation come from within the student rather than the course. The authors observed:

> The results of this study are in keeping with research within the more traditional process-product paradigm [...], where the majority of studies lead to the conclusion that teaching processes rarely account for more than 10 percent of the variance in student outcomes [...] One must conclude, then, that the planned curriculum affects only minimally the student's decision to persist with, or terminate, L2 study. (McMeniman and Chant, n.d., p.26)

Another area of concentration has been individualisation in language instruction in higher education. This may be achieved:

- through the development of materials to stimulate creative language use (e.g. Rolin-Ianziti and McCarthy 1987);
- through the provision of self-access facilities (Wajnryb 1989);
- increasingly through the application of computer assisted learning approaches (Lian and Mestre 1983; Cryle and Lian 1985; Lian 1985, 1987).

Computerised approaches are being developed to provide students with increasingly interactive language practice, incorporating "dialogue generators" (Joy and Lian 1983), problem solving (Cryle and Lian 1985), and various levels of feedback. These enable students to analyse their responses and reappraise their strategies (Lian 1987; Joy, Lian and Russel 1983). Another technique designed to maximise individualisation, the "macrosimulation" (Lian and Mestre 1985), has been trialed in the University of Queensland and Bond University. Macrosimulation is a form of extended and integrated group role play in which students are involved in the development and maintenance of a self-managed simulation environment. It is intended to enhance students' personal investment in their learning and to increase opportunities for their language use, as in real life, to be triggered naturally.

In the area of the application of high tech to language teaching and learning, mention needs to be made of a conference held at the University of Queensland late in 1988. The Proceedings were recently published under the title *Language Teaching and the Challenge of High Tech* (Lacherez 1990). The contributors are almost all active in higher education teaching and in their papers treat very practical pedagogical problems.

A certain amount of research on language teaching has also appeared in the form of higher degree and honours theses. In recent years these theses, some of which have been published in part, have covered such areas as pausology, spontaneity in role play and the effect of reading aloud on language acquisition.

18.4 *RESEARCH IN PROGRESS*

The Review made an attempt by means of questionnaires to elicit information from language departments on their knowledge of research into language teaching approaches in higher education and their current research involvement in this field. The information obtained by this means was disappointing. Few departments were able to refer to any research relevant to the effectiveness or otherwise of different language teaching methodologies in higher education. In response to a question about research currently being carried out in language departments, fewer than half the departments provided a response, and the responses were often too general to be very informative.

The greatest research effort appeared to be in the development of new materials, and a second area frequently referred to was computer aided language teaching. Sometimes, when visiting institutions, Panel members became aware of rather more research going on than had been reported in the questionnaire responses. However, overall, there was not strong evidence of interest in language teaching research on the part of either staff or postgraduate students. Among the commonest research interests were course and materials development, methodology (especially "humanistic" approaches) and language acquisition (L1 or L2), often approached by way of error analysis.

Research funding at present clearly favours Asian languages. The majority of the recently funded major research initiatives in language teaching are in Asian languages and most are oriented towards the production of materials, sometimes for school learners as well as higher education. Some of this research is multi-institutional and even international. For example, a major project on the Teaching of Indonesian as a Foreign Language, which has recently commenced in the Northern Territory University and the Flinders University of South Australia, is expected to involve both Australian and Indonesian scholars and up to six primary participating institutions in Australia.

The most significant body of research in progress in relation to language teaching in higher education comes from language centres, especially those that now form the research and development arm of the National Languages Institute of Australia.

The National Languages Institute of Australia has, since its inception, approved or initiated many research projects. It is at present preparing a survey of second language acquisition research to guide it in decisions about its own research decision-making.

The Language Acquisition Research Centre at the University of Sydney and the University of Western Sydney, Macarthur, has a comprehensive research program focused on cognitive principles of language learning. Basic to the research program is the attempt to develop a predictive framework for second language acquisition, or a "normal path" which will be followed in the acquisition of a given language. This has been largely determined for English and German, and is currently being investigated for French, Italian and Japanese. On the basis of the findings of such research, the "learnability" of a given language syllabus can be determined for a given learner, since it has been shown that certain linguistic elements cannot be learned except on the basis of the prior learning of other elements. Related to this is the LARC's work on "profile analysis", or the description, for a given learner, of the stage of acquisition reached (with implications for his or her teachability in the language). Another area of research is into universals of semantic structure. This is intended to produce "maps" of development in English as a Second Language and German as a Second Language that are relevant to the development of learnable syllabuses. The Centre has also brought to an advanced stage a computer-based tool for the analysis of linguistic texts, COALA (Computer Aided Linguistic Analysis). This facilitates the linguistic analysis basic to the other projects.

The Language and Society Centre at Monash University is initiating a study into classroom interaction in university Japanese classes, with a view to determining the nature of the "input" which the learners are receiving as a basis for their learning. The Centre is also, through its National Centre for Community Languages in the Professions, researching the need and development of special purpose language courses for professional groups with and without prior knowledge of a LOTE (see Pauwels 1989).

The Language Teaching and Curriculum Centre at Griffith University (with which is associated the NLIA Language Testing and Curriculum Centre) has been responsible for the development of the Australian Second Language Proficiency Rating Scale. This was initially developed to assess the proficiency of learners of English as a Second Language, but has been extended for use with learners of French, Italian and Japanese as a Foreign Language. A self-assessment version has also been developed for use by adult second language learners. Ongoing research is seeking to develop special purpose scales for language courses for business and commerce, engineering or academic purposes. The Centre has also carried out investigations into the language skills of Queensland LOTE teachers, and recommended, in its Queensland State language policy document, *The Teaching of Languages and Cultures in Queensland* (Ingram and John 1990) that ASLPR Level 3 should be the normal minimum proficiency level for language teachers in schools.

The Language Testing Centre in the University of Melbourne has been engaged in the construction and validation of specific purpose proficiency tests of Japanese and other languages for business and tourism and has, with the Australian Council on Educational Research, been involved in the development of a computer adaptive test of French for beginning university students.

The Language and Technology Centre, within the Centre for Language Teaching and Research at the University of Queensland, has a range of research projects into computer aided language learning, interactive computer-based multilingual lexical research (Chapter 19) and is developing a national language research data base for Australia.

18.5 *RESEARCH NEEDS*

Although the research effort into the teaching of modern languages in higher education in Australia is uneven, it is growing and, in a number of areas (for example, second language acquisition, language proficiency assessment, computer enhanced language learning) has been recognised as of international significance. The impediments to the further development and extension of research in this field include:

- the relatively low priority given to research into language as opposed to other research interests within language departments;
- the lack of a national centre dedicated to research into modern language pedagogy;
- the lack of adequate research funding for higher education research in the fields of linguistics and languages;
- the present bias in language research funding which discriminates against non-Asian languages;
- the perception of many graduates in languages that career and research opportunities are more readily available in ESL than in LOTE;
- institutional structures which do not favour interdisciplinary research.

Language teaching in Australian higher education is in need of a comprehensive, Australian-oriented research base. Those factors which inhibit the further extension of relevant research need to be addressed.

19. SUPPORT STRUCTURES

19.1 *TECHNOLOGICAL SUPPORT AND MATERIALS*

Language teaching theory and practice have been heavily influenced in the past by the development of technologies for the more efficient recording and reproduction of the verbal and visual aspects of communication. It is apparent that a further technological revolution is in progress which has the potential to contribute to far-reaching changes in language teaching and learning. It is now possible through satellite connections to access telecasts from overseas, and to link groups of learners interactively with one another across wide distances. The longstanding linguistic isolation of Australia has been largely overcome, and the opportunities for exposure to the target language in a range of communicative contexts are greatly increased. At the same time, it is possible through computer technology to provide vastly increased opportunities for individualised learning and for the monitoring of learner progress by both the learner and the teacher. The role of the language learner in accomplishing learning is becoming more important and the role of the language teacher is changing.

19.1.1 *Computer Assisted Language Learning (CALL)*

A significant institutional commitment to Computer Assisted Language Learning (also called Computer Enhanced Language Learning (CELL)) has been made by Queensland University with the establishment of its Language and Technology Centre, which forms part of the NLIA network. Similar commitment has been made by Bond University, where the Professor of Computer-Enhanced Language Learning, Andrew Lian, has been appointed Head of the Language Centre. According to Lian there are five ways of using the computer in language learning:

1. as a teacher/manager of learning, where appropriate software is employed to guide the learner through a particular learning program;

2. as a resource, where the computer gives the student access to information, which may be verbal (e.g. spelling help) or visual (e.g. typical gestures, recorded on videodisc);

3. as a tool, where, for example, it is used for word processing or text analysis;

4. as an aid to communication, where it is used for electronic mail or on-line computer conferencing;

5. as a manager of users, where it keeps a record of student work and a profile of their use of the system.
   (Sussex 1990a, pp.81-82)

The microcomputer and the videodisc player, with their capacity for accurate digital control, have potential for analysing responses and retrieving information. The extraordinarily sophisticated videodisc technology being developed at the Massachusetts Institute of Technology under the Athena Language Learning Project gives an idea of what is possible. Some of the results of this project should soon be available in Australia at reasonable cost (Murray et al. 1989). Some interesting but more expensive videodisc products have also been developed in the United Kingdom. In Australia, Lian and his associates have, with the assistance of a University of Queensland special grant, developed a software system (TUTE) which can be used by students on an individual basis to improve listening comprehension. This operates with a computer controlled tape recorder or videodisc player (Lian 1985). Another project has been to develop a database of natural language from which "authentic-like dialogues" can be generated (Lian, Thornquist and Thornquist 1987). Other research is in progress to develop support for the five categories of computer use listed above. There is evidence that in many other universities computers are increasingly in use in language teaching and research, often in response to student demand.

There is not, however, unqualified support within the language teaching profession for CALL. In the view of one professor who has been involved in CALL developments, computer assisted work suffers from the lack of a pragmatic dimension and does not lead to better teaching, but rather "tends of push teachers in a somewhat regressive direction". In the United States there is currently a good deal of discussion on the pitfalls of injudicious use of technology in language teaching.

The essentially pattern-matching activities to which computers readily adapt themselves should not be allowed to dominate in CALL. It is important that audio and video links be incorporated as much as possible, and that, as in the concept of the "Macrosimulation", the computer be seen to be one resource among many in the context of a largely self-managed learning program. Lian has argued that students should:

> [...] be provided with the best possible infrastructure, including materials, exercises, people (in the form of teachers, native-speakers as well as each other) and all kinds of sources of information (e.g. authentic written, video and audio documents, dictionaries, expert systems, simulations and so on). Further, they need to be helped with the provision of tools to manipulate this information as well as having access to analysis and self-analysis tools [...]. In addition to being helped to use these external resources, they

should also be educated to develop their own internal resources (Lian 1988).

19.1.2 *Multi-Media Laboratories*

In the interests of developing the kind of resource base for self-managed learning to which Lian refers above, there has been a move away from the traditional language laboratory. From the situation of rows of student positions facing a control panel where the teacher sat and managed the student practice of the same material, a much more flexible learning facility has developed. Although teacher-directed practice in language laboratories is still allowed for, it is now more commonly seen as one of a number of options which the facility will allow. In the case of the Horwood Language Centre, only one of six language laboratories retains the traditional format. Others have such modifications as listening positions around the walls to allow for a range of other activities in the carpeted space in the body of the room; and individual positions, with multiple resources, allowing for work on audio tapes, video tapes, computers or movie or slide projectors. Tapes for student use are shelved in the room and taken for individual practice on an honour system. Chairs have castors to permit ease and silence of movement for work in pairs or groups. A VHS camera is available for student use, and replay equipment of compatible format is available for instant viewing. In the Bond University Language Centre provision is made for the use of videotape or videodisc in association with computers, and there is a large collection of student-made language tapes. At the University of Queensland, the Language Centre incorporates a viewing room where live telecasts in two different languages, transmitted via satellite, are available for student viewing. Increasingly, the technology allows for, and encourages, active student approaches to learning and exposure to a wide range of authentic language.

19.1.3 *Teleconferencing*

The particular needs of distance learning have led to a range of applications of technology which have the potential to benefit both on-campus and distance learners. Such developments are reported on fully in the report *Distance Education and Technology in Language Teaching*, prepared by a team of consultants headed by Professor Roland Sussex (September, 1990). The report stresses that the communication technologies employed in distance education should not be seen as making up for the classroom but rather as allowing for a new model of open learning. Many of the developments may be summed up under the term "teleconferencing", which refers to any interactive electronic communication. Teleconferencing is of four main types:

1. audio: the use of telephones, either individually or in groups, using loudspeaking telephones;

2. audiographic: the use of telephone supplemented by "facsimile, digital scanner, telewriter, slow scan (freeze frame) television, computer-generated

text and graphics, electronic blackboard, etc". (Sussex 1990, p.65)

3. video: one way video, if necessary using satellite, together with two-way audio (using telephones);

4. computer-text: an extension of the notion of electronic mail and bulletin boards by means of specialised software.

Sussex (1990, p.74) cites an example of the use of audio teleconferencing in higher education at La Trobe University, where an Indonesian language lecturer delivered a one-year introductory course in Indonesian to students in high schools in the north-west of Tasmania. Audiographic teleconferencing has been used in Rockhampton to link a teacher with a number of groups of students meeting in "telecottages". In Adelaide two TAFE colleges have been linked for the purpose of video-conferencing. An "electronic classroom" has been devised from which video and audio signals may be channelled into a range of distribution systems while the room is being used with a class of students present.

19.1.4 *Radio and Television Broadcasts*

One means of communication used by some higher education institutions with external students is FM community radio. The student is linked back to the institution by telephone. The potential for television broadcasts to be used for classroom purposes is being explored in a pilot project based at the University of Queensland. At the same university, ways of maximising the potential for language teachers of overseas programs received by satellite are being investigated. A satellite installation costs some $80,000-$90,000, and it should appropriately provide a service beyond its home institution. The possibility is being investigated of programs being recorded, subject to copyright clearance, and then made available by the University of Queensland by overnight courier to institutions in any part of the country.

19.1.5 *Technology and Teachers*

The implementation of the National Policy on Languages may well create demand for a greater number of language teachers than Australia can produce. It is argued, for example, by the staff of the Language and Technology Centre in the University of Queensland, that not all aspects of language learning need face-to-face contact with a teacher and that technology can encourage more efficient use of the human resources we have in the language teaching profession. There is, however, an urgent need for research into how the existing technologies may be best exploited for the improvement of language teaching. There is also a need for appropriate training to be provided to enable teachers to become familiar with the technology. One attempt to provide this is Bond University's Postgraduate Diploma and Master of Arts in Computer-Enhanced Language Learning.

19.1.6 *Research and Development Projects*

A major research and development project in progress at the Language and Technology Centre of the National Languages Institute of Australia and the Bond University is the IDA. The ILSE project is also under investigation at the Language and Technology Centre. The IDA (Interactive Digital Audio) Project sets out to develop audio-enhanced CALL. This will involve developing the potential for interactive language learning of interactive digital technology, and producing audio-enhanced materials in TESOL and Japanese. The ILSE (Interactive Lexical Search) Project aims to develop computerised bilingual dictionaries for French, Russian and E.S.L., to analyse student strategies in lexical search and to see how these strategies can be expanded in computer-based lexical searches.

19.2 *TEXTBOOKS*

Despite the growth in the availability of technology, many language courses in higher education are heavily textbook based. In some cases, the timetable for a course allocates certain hours to "textbook", rather than to language learning activities for which the textbook is a resource. At the same time, there is a concern, especially among teachers of Japanese, that no suitable textbook is available. The unavailability of suitable textbooks has been related to the lack of reward for the specialist from a university department who might make the considerable time commitment to writing one. A person's career prospects in higher education are enhanced by producing publications other than language textbooks.

Student demand requires a different kind of textbook to be produced for students in higher education than for secondary school students. In higher education,the demand is for an organised, structured presentation which enables the textbook to be used as a reference. At the same time,it isdesirable that the textbook, if there is one, be accompanied by a range of other materials. Textbooks, it has been said, should be resources, not courses.What is required, in the words of Professor Rix of the University of Queensland, is "a package that can be pillaged by teachers".

19.3 *LIBRARIES*

The issue of library support for the teaching of modern languages in higher education has been receiving increasing attention from administrators, academics and librarians alike. At the Libraries Summit in October, 1988 the necessity of closer co-operation and greater rationalisation was stressed and a number of principles of "a national collection" were accepted. The CTEC Report for the triennium 1988-1990 (6.63) recommended that an investigation of the higher education library system be undertaken. This recommendation was not taken up in the Green or White Papers but reappeared in the Ingleson Report in the following form:

> We recommend that DEET initiate an investigation of the higher education library system, with special attention to improving document delivery services and to improving co-operation in collecting and cataloguing in the area of Asian studies. (Asian Studies Council 1989a, p.217)

In December 1989 a review of library provision in higher education institutions was in fact initiated by the National Board of Employment, Education and Training, but with terms of reference that did not contain the special emphasis recommended by Ingleson. Nevertheless, the extensive number of concerns raised in chapter 6 of the Ingleson Report were addressed in some detail by the working party (chaired by Professor Ian Ross) charged with carrying out the library review. The report of the deliberations of this working party is now being published and includes major recommendations in relation to library holdings in languages other than English, particularly Asian language material. It is interesting to note that in its submission to the Review the National Library of Australia stated its belief that "the important practical issues of the infrastructure and information resources needed to support the maintenance of even the present level of business, community and academic activity requiring foreign language materials have been largely neglected in recent government reports" (Submission, p.1).

Predictably, the most common complaint voiced to the Review by academics was the lack of sufficient resources for the establishment and/or maintenance of an adequate teaching and research collection. It is common knowledge that for a range of reasons, including the decline in the value of the Australian dollar in the 1980s, the cost of books, serials and non-print media has increased far more rapidly than the rate of inflation. For example, between 1977 and 1987, the cost of current monographs rose almost 4 1/2 times and the cost of serials almost 5 times, while the cost of contract binding doubled. (Source: Monash University Library). In the United States the cost of serials is now rising more than 5 times faster than the U.S. rate of inflation. This situation has led to a decrease in the number of materials purchased, including the cancellation of numerous serials. In Australian university libraries in 1986, for example, expenditure on acquisitions rose 65.5% but monograph volumes purchased fell by almost 23%, and nearly 15% of serial subscriptions were cancelled.

In such circumstances it is extremely difficult for new subjects to be granted sufficient funding to establish even a basic collection. This poses a particular problem for an academic department wishing to introduce a new language, especially one that may not initially attract high student numbers. As Ms Fran Hegarty of the Victoria University of Technology (Western Institute) stated in a submission to the Review: "a base collection must be developed which is to the requirements of the course rather than the number of students."

A worrying aspect of this situation is that, conscious of these difficulties, academics are prone to underestimate library needs when proposing new language courses. They fear that the course will not be accepted if the demands placed on the library are too great. Such irresponsibility is certainly culpable but readily understandable. It is crucially important that higher education institutions recognise this problem and provide their libraries with adequate establishment grants to support new languages. Unless this is done the languages should not be introduced. Moreover, because the study of language cannot be separated from its cultural base, there will be requirements for library resources for at least the history, geography and literature of the relevant language groups.

The situation is exacerbated by the higher costs associated with processing material in a language other than English. According to one University Librarian the costs of acquiring and processing material in foreign languages are considerably more than the costs relating to English language material. Whilst no specific costings are available, it is estimated that the costs could be 50% more for LOTE material. It is important that these additional costs be recognised by higher education institutions when allocations are being made in the LOTE area.

In all but the major Western European languages there are at least periodic problems in the acquisition of materials. Ingleson draws attention to these problems in the area of Asian studies and calls for the National Bibliographical Network for Asian Studies to "act as the focus, not only for the rationalisation of collection development, but also for a cooperative acquisitions policy" (Asian Studies Council 1989a, p.206). At present there is a mechanism for centralised buying at least in the field of Indonesian, but this does not have the support of all institutions. The Northern Territory University, for example, finds it cheaper and more efficient for a librarian to travel to Jakarta and to make purchases on the spot. It nevertheless seems highly desirable that the system of cooperation and rationalisation recommended by Ingleson be pursued.

The Review received many reports of large numbers of LOTE books, serials and to some extent audio-visual materials lying unused in libraries awaiting cataloguing by librarians competent in the relevant language. The problem is difficult to quantify, but Ingleson reports that in 1983 it was estimated that there were in Australian libraries 184,000 volumes related to East Asia which had not been catalogued because of lack of funds for skilled staff (Asian Studies Council 1989, p.206).

In her submission to the Review Ms. Fran Hegarty draws attention to the Technilib system which is available in Victoria:

> Technilib in Victoria has a data base with a significant non-English language component of materials held in Public Libraries. This is the only significant data base in Australia not contributing to ABN

(Australian Bibliographical Network). It is not yet possible to buy cataloguing records from Technilib although a lot of University and CAE libraries use them to catalogue their LOTE material. There is access online via ABN to the Technilib data-base.

It is important that such systems become more widely available, especially following the recognition at the Australian Libraries Summit in 1988 that the cataloguing of non-English material is often considered by Librarians as "too difficult and less important" (A.L.S. Discussion Papers, 80).

In its submission to the Working Party reviewing library provision in Higher Education Institutions the Network Committee of the Australian Bibliographical Network recommended that "the Working Group recommend to DEET that it make a financial contribution to the proposed research study on the use of non-Roman scripts in ABN". The Review strongly supports this recommendation and urges that DEET give this high priority, especially at a time when the Commonwealth, through the National Distance Education Conference, is seeking to promote the study of Asian languages through distance education. Such an initiative would assist not only Asian languages but also the important areas of Arabic and those languages using the Cyrillic script. The National Library of Australia has identified as an initiative in its Strategic Plan 1990-1995 "the development of a means for handling non-roman scripts following the investigation of available overseas options" (Submission p.5).

During 1990 Associate Professor Nancy Lane and Mr Peter Judge of the Centre for Library and Information Studies at the University of Canberra, directed an interesting project designed to make librarian students more confident in working with LOTE materials. They believe it is very important to include a LOTE element in librarianship training. This is necessary because "Australian-educated library students are rarely proficient in another language, although once they reach their first jobs many of them will have to deal with non-English language books and journals: accessioning, cataloguing, supervising shelving and offering advice to readers" (Judge and Lane 1990, p.1). The project involved a considerable number of academics from across the campus and was incorporated into one of the units in the Bachelor of Arts in Library and Communication Studies. The results of the project will be reported to the library profession with a view to integrating language awareness more widely into the library studies curriculum across Australia. In its submission to the Review the National Library of Australia stated that it "would encourage current and intending librarians to pursue language study" (Submission p.6).

The Review Panel supports such initiatives and recommends that librarianship training include a general unit along these lines together with more general training in a specific LOTE. In the meantime it is important that encouragement be given to the recruitment of bilingual librarians, whose skills and knowledge could be shared among institutions in reasonable geographical proximity.

In its visits to institutions the members of the Review became keenly aware of the extent to which academics are called upon to expend time and effort on library work related to the language they teach and research. In all but the widely taught Western European languages it is unusual for library staff to have language competence and there are considerable difficulties in finding suitable people in the community. Consequently the academics who have this competence and who are anxious for there to be access to library materials in their language find themselves loaded with this additional task. The Review recommends that account be taken of this situation in staffing allocations by institutions.

PART C

20. PLANNING FOR THE FUTURE: CONCLUSIONS AND RECOMMENDATIONS

At this stage in the Report it will have become obvious that in many respects there is something of a disjunction between the perceived language needs of the community as outlined in Part A and many of the activities and emphases of institutions of higher education.

The reasons for this disjunction are complex, and certainly do not relate solely to higher education. At many points they can be traced back to prevailing social and political attitudes in Australia towards languages. In recent decades these have been characterised by:

- a belief in the adequacy of English in dealing with non-English speaking countries;
- the view that languages other than English are optional extras in the curriculum;
- reluctance to make a language other than English mandatory either in the secondary curriculum or for higher education.

The result of these attitudes has been that we are now faced with a situation in which:

- there is a whole generation of monolingual Australians in management positions who have had minimal contact with a foreign language and culture and who in consequence are culturally and linguistically inept when dealing with another culture;
- opportunities for trade, tourism and cultural contact with overseas countries have not been properly grasped;
- the multilingual capacity of Australia's migrant population has remained largely unrecognised and inadequately used;
- language teachers and academics have felt progressively beleaguered and

in many cases have developed a ghetto mentality;

- there is a dramatically widening gulf between demand and supply for teachers of languages other than English.

The survey of language needs shows that it is now coming to be generally recognised in the community that, with the rise to economic and increasingly political prominence in recent years of many non-English speaking countries, notably in continental Europe and in the Pacific, this situation must change.

This section of the Report addresses this necessity for change in so far as it relates to the teaching of languages other than English in higher education. It identifies three principal categories for change:

> *AVAILABILITY*: the need to ensure that opportunity exists in higher education for all Australians who so wish to pursue study to whatever depth they desire in as wide a range of languages as is financially and practically possible;
>
> *EFFICIENCY & EFFECTIVENESS*: the need to ensure that in the teaching of languages other than English human, financial and material resources are used to optimum effect in as economical a way as possible;
>
> *PROMOTION*: the need to promulgate and advertise both the language needs of the community identified in Part A and the extent to which higher education can address those needs.

Discussion of these three categories serves to highlight and to link many of the questions raised in Part A and Part B, and issues in a series of recommendations designed to bring about desirable change. Taken together the recommendations constitute a blueprint for the development of modern languages in higher education in the immediate future. The only uncertainty is whether there will be sufficient political will to bring about these changes in the coordinated way in which they are presented and whether necessary cooperation will occur at the higher education level.

Costing of the recommendations follows the listing of conclusions and recommendations.

It should be recalled that recommendations on languages treated in detail in the Ingleson Report are outside the terms of reference of the Review.

20.1 *AVAILABILITY OF LANGUAGES*

The *National Policy on Languages* identified nine "languages of wider teaching". (Lo Bianco 1987, p.125) The non-Asian languages in this list are Arabic, French, German, Greek (modern), Italian and Spanish. The *National*

Policy on Languages also states that in tertiary institutions a wider range of languages should be taught. (Lo Bianco 1987, p.150).

The survey of language needs summarised in Part A of this Report confirms the need of the "languages of wider teaching" identified by the *National Policy on Languages* but with the addition of Russian. There are also perceived needs in a range of other languages.

20.1.1 *Languages in a "broad teaching profile"*

The Government White Paper *Higher Education: a Policy Statement* specifies that in the Unified National System of Higher Education an institutional "load of 5000 EFTSU should justify a broad teaching profile and some specialised research activity; and that a load of 8000 EFTSU would be the base for a relatively comprehensive involvement in teaching and research" (DEET 1988, p.43).

The Review Panel believes that, given present and future needs for LOTE in Australian society and taking into account the *National Policy on Languages*, "a broad teaching profile" for institutions above 5000 EFTSU should contain at least 4 languages from Europe or the Middle East.

> *Recommendation* 1:
> *All universities and colleges with 5000 or more EFTSU be encouraged to offer at least 4 languages from Europe or the Middle East. Universities and colleges with less than 5000 EFTSU should offer at least 3 languages from Europe or the Middle East. Particular attention should be given to Arabic, French, German, Greek, Italian, Russian and Spanish.*

20.1.2 *Spanish, Arabic, Russian*

Of the "languages of wider teaching" identified in the *National Policy on Languages*, it is obvious that special attention needs to be given to Spanish and Arabic. To these two needs to be added Russian. All three are grossly under-represented in higher education.

Despite its importance as a world language, *Spanish* is offered comprehensively at only 9 institutions and is not available by distance education anywhere in Australia (9.1.6, 9.4). *Arabic*, of increasing strategic and trading importance to Australia, is offered at only 6 institutions in Sydney, Canberra and Melbourne and is not available by distance education anywhere in Australia (9.1.3, 9.4). *Russian* will obviously become of increasing importance to Australia and the Western world following the collapse of communism. As stated in the submission from the National Library of Australia: "The potential of the USSR to develop stronger cultural, political and economic links with Australia has changed in a very short time." (Submission p.4) It is taught at only 6 institutions in Brisbane, Sydney, Canberra and Melbourne and may soon be available in Australia by distance education only at Macquarie University (9.1.5, 9.4).

Of the three languages only *Spanish* has a total EFTSU of more than 200. With 428 EFTSU in 1990, it has a relatively strong teaching base at the University of New South Wales, Flinders University and La Trobe University with some strength at Monash University, the University of Western Sydney and the University of Canberra (9.3). This teaching (and research) base should be strengthened.

> *Recommendation* 2:
> *Spanish language and cultural studies be designated a priority area in the next round of nominations for Key Centres of Teaching and Research.*

Despite the strategic, trade and cultural importance of the language, student demand for *Arabic* is very weak, with no institution reaching an EFTSU of 20 (9.3). Under these circumstances there must be some doubt about proposing the establishment of a Key Centre, which is designed to build on strength.

> *Recommendation* 3:
> *As a first step in strengthening Arabic Studies, DEET, in consultation with AVCC, establish an Advisory Council on Arabic and Middle Eastern Studies. This Council should report to DEET and AVCC by June 1992 with concrete proposals on how best to develop Arabic and Middle Eastern Studies in Australian higher education and in particular how to make them attractive to students of non-Arabic speaking background.*

With a total EFTSU of 168, *Russian* has real strength only at the University of Queensland, with somewhat lesser demand at the University of Melbourne and the University of New South Wales (9.3). This is rather a slender base on which to propose a Key Centre. However, such a Centre would be conceivable and desirable if it were set on a base wider than Russian alone. The case for a Key Centre is strengthened by the increasing importance of the Slavonic language countries of Eastern Europe.

> *Recommendation* 4:
> *Slavonic language and cultural studies be designated a priority area in the next round of nominations for Key Centres of Teaching and Research.*

20.1.3 *The political economy of Western Europe*

Western Europe, and in particular the European Community, is of considerable and growing importance to Australia, in the area of trade, tourism and politics (chapters 2,3,4). Although a relatively strong base exists in Western European languages at a number of Australian universities, there has been inadequate attention to the region's political economy(15.2.2).

Recommendation 5:
The Political Economy of Western Europe be designated a priority area in the next round of nominations for Key Centres of Teaching and Research and for Special Research Centres. Such Centres must have a strong language base to support the economic components.

20.1.4 *Languages of lesser demand*

It is in Australia's national interest for reasons of trade, tourism, equity and access, as well as for strategic, intellectual and cultural reasons, that a wide range of lesser demand languages be taught in higher education (chapters 1-7). The Review Panel fully agrees with the following analysis and statement of intent by the Australian Advisory Council for Languages and Multicultural Education:

> Language policy for minorities once used to treat minority languages in education as a *problem*, a problem to be eradicated. This phase evolved into treating minority languages as a *right*, a right to be secured and guaranteed. Under the NPL, we are attempting to convert the public position into one treating minority languages as a *resource*, an intellectual, cultural, social and economic resource whose cultivation brings benefits to individuals and the broader society (AACLAME 1990, p.68).

The Review Panel also strongly endorses these recent statements by the Higher Education Council:

> The Council cannot support the degradation of higher education into a grey uniformity and will encourage diversity by the development and application of appropriate policies.
>
> The universities [...] have the obligation of preserving unfashionable areas and maintaining the capacity to adjust to unexpected developments within the system as a whole (NBEET 1990c, pp.27,39).

Over the past decade some languages have disappeared from the curriculum and the establishment of the Unified National System appears to have accelerated the process (9.4). The ways to remedy this decline are not immediately obvious and few were suggested to the Review, though cries of alarm were frequently heard. At the moment the best prospects appear to be:

a. requesting financial assistance from the Government. Such assistance was made available for a number of languages in the early 1980s but was phased out before adequate infrastructure could be established. DEET officers have told the Review that in the present economic situation it is unlikely that similar assistance will be forthcoming. On the other hand, it seems reasonable to request the Government to contribute on a dollar for dollar basis with interested groups within the community to establish continuing posts in particular languages. Contributions from various sections of the community have in the past resulted in the establishment of academic posts e.g. Modern Greek, Ukrainian, Slovenian. Such initiatives are to be encouraged.

b. ensuring that all languages of lesser demand are offered by distance education to maximise student numbers. The whole question of distance education is dealt with below (20.1.5).

Recommendation 6:
The Commonwealth Government contribute, on a dollar for dollar basis up to an agreed limit, to the maintenance or introduction of a range of lesser demand languages to be determined by DEET in consultation with individual institutions.

20.1.5 *Distance Education*

The provision of languages study by distance education is currently in a state of crisis (9.4). It is likely that in 1991 or at the latest by 1992 the only non-Asian languages to be available by distance education will be French (New England and to some extent at WACAE); German (New England); Italian (New England and WACAE); Modern Greek (New England); and 5 Slavonic languages not including Russian (Macquarie). Given that New England requires on-campus presence, the possibilities of learning a language by distance education are extraordinarily restricted and becoming more so. This is a particular concern when one recalls that distance education is "a key element in the Government's overall equity strategy for higher education" (DEET 1988, p.49).

In order to provide opportunities for study for those unable to attend institutions regularly the "languages of wider teaching" identified by the *National Policy on Languages* should be available by distance education in an adequate number of institutions dispersed throughout Australia. Languages of lesser demand but of importance to Australia must also be available by distance education if they are to survive at all in the higher education system.

Recommendation 7:
DEET request the National Distance Education Conference (NDEC) to propose a method of ensuring that:
a. the priority languages identified in the National Policy on Languages are each available by distance education in at least three institutions of higher education throughout Australia;
b. each of the lesser demand languages referred to in Recommendation 6 is offered on a continuing basis by distance education in at least one institution of higher education.

Since distance education materials are not yet available in a considerable number of languages, money will need to be provided for this purpose once the languages are identified. As noted in Section 9.4, in 1990 DEET made available through the National Priority (Reserve) Fund $700,000 over two years for the preparation of distance education packages in some seven Asian languages. This sum is proving quite inadequate to perform the task effectively. In view of this and of the larger number of languages involved, a higher sum needs to be made available to produce materials in European and Middle Eastern languages not yet available by distance education.

> *Recommendation* 8:
> *NDEC, in consultation with the NLIA, identify those European and Middle Eastern languages of importance to Australia for which distance education materials are not yet available.*

> *Recommendation* 9:
> *NDEC request DEET to set aside $1,500,000 from the National Priority (Reserve) Fund for the production of distance education materials in those European and Middle Eastern languages that do not yet have adequate materials available in this mode. Highest priority should be given to "languages of wider teaching".*

There are at present very few courses in LOTE pedagogy by distance education (9.4). In view of the increasing need for LOTE teachers, this is an unacceptable situation.

> *Recommendation* 10:
> *NDEC identify LOTE pedagogy as a gap in distance education provision and encourage the offering of high quality courses in this area.*

20.1.6 *Coordination and cooperation*

20.1.6.1 National

It is important to ensure coordination of language policy in higher education at a national level. Only in this way will there be a satisfactory spread of languages in the higher education system. Moreover, this may be the only way of ensuring the maintenance in the system of an appropriate range of languages of lesser demand.

> *Recommendation* 11:
> *The Higher Education Council of the National Board of Employment, Education and Training establish an Advisory Committee on Modern Languages to provide advice on the rational provision of modern languages in the Australian higher education system. Membership of this committee should include one member from each State Language Cooperation and Coordination Committee (20.1.6.2) and one representative of the National Languages Institute of Australia.*

20.1.6.2 Inter-institutional

It is important that languages be available not only in a particular geographic area but also across institutions (where necessary) and to all students within institutions. A recent recommendation of the Higher Education Council is that "the structural factors which limit student (and staff) mobility in Australia be reviewed and advice developed on strategies for overcoming impediments and increasing interchange between institutions" (NBEET 1990c, p.29).

In submissions made to the Review and during the visits to institutions, the Review Panel was made aware that in many places opportunities for cooperation and coordination between institutions were not being taken as often as was desirable. Examples of good practice where language expertise was being shared were: in Spanish (University of N.S.W. - University of Sydney); in Modern Greek (University of Sydney - Macquarie University); in Arabic (University of Sydney - University of Adelaide); in Italian (Flinders University - University of Adelaide); in Ukrainian (Macquarie University - University of Adelaide); in Russian (University of Melbourne - Flinders University - University of Adelaide).

In particular the Review Panel was impressed by the cooperation between the University of Adelaide and Flinders University through their "outreach" program. In 1990 this involved Italian and Spanish and in 1991 is being extended to include Modern Greek. The Review believes that such coordination and cooperation are highly desirable and should be encouraged by means of institutional structures on the pattern of the State-wide Centre for Language Teaching and Research in South Australia. An initiative along these lines is currently proceeding in Sydney.

> *Recommendation* 12:
> *Vice-Chancellors of proximate universities set up a joint Language Cooperation and Coordination Committee composed of both senior administrators and heads of language departments to ensure that the most efficient and effective use is made of language resources in their institutions. Where feasible such cooperation and coordination should extend State-wide.*

20.1.6.3 Intra-institutional

A wide variety of language needs has been identified by the Review in the professional training of lawyers (5.1) teachers (5.2) managers (2.1.7), in science and technology (6.2, 6.3), in tourism and hospitality (3.1, 3.2) and in librarianship (19.3). With comparatively few exceptions, higher education courses in these areas rarely incorporate any direct LOTE or associated cultural component, either because of perceived difficulties of organisation, or because it is not considered of sufficient importance. This contrasts with the situation in the United Kingdom where, increasingly, languages are being studied as part of professional training in a variety of areas (Standing Conference of Heads of Modern Languages in Polytechnics & other Colleges

1990).

The Australian situation seriously restricts the spread of LOTE study, perpetuating the impression that languages are only for teachers. Given the low social status of teaching as a profession, this also contributes to the undesirably low proportion of males pursuing LOTE study at a professional level (6.5, 14.1, 14.9). Within the tourism industry it has been suggested that language study should become a prerequisite for tertiary courses in tourism and hospitality (3.4).

> *Recommendation* 13:
> *Universities and colleges:*
> a. *remove formal and de facto barriers to LOTE study for all students in all faculties or schools;*
> b. *incorporate a LOTE element into courses in business and public sector management; tourism and hospitality; teaching; law; science and technology; librarianship.*
> c. *with an adequate lead time specify language study as a prerequisite for study in tourism and hospitality.*

20.1.6.4 Between language department staff & language teacher educators

On numerous occasions it was drawn to the attention of the Review Panel that cooperation (or even contact) between language departments and language teacher educators was much less than desirable (10.4.3, 17.3). This unfortunate situation, which serves to underutilise both expertise and interest, seems more likely to occur in end-on rather than in integrated teacher education programs.

> *Recommendation* 14:
> *Language departments encourage maximum cooperation between their staff and language teacher educators in the various aspects of language teacher preparation. This will include regular meetings and the allocation of specific responsibilities to individual members of staff.*

20.1.6.5 With secondary teachers

It is the conviction of the Review Panel that second language learning will not become widespread in the educational system until it becomes recognised as a normal important element in the secondary curriculum (7.1). The tertiary sector would obviously benefit immensely from such a change. For this reason alone it is important that language departments establish close links with secondary LOTE teachers. Such contact will not only increase the understanding of university and college staff about the pre-university experience of their students but may also lead to a higher level of language teaching at both levels.

> *Recommendation* 15:
> *Language departments establish close links with teachers of their languages in secondary education with a view to:*
> *a. encouraging secondary students to pursue the study of languages during their tertiary courses;*
> *b. providing assistance to secondary teachers and learning from them.*

20.1.6.6 Rationalisation of courses in language teaching pedagogy

Because of the inability of many higher education institutions to offer "language specific" elements in courses on language teaching pedagogy (17.3) and generally to provide adequate resources this academic area (17.4), there is a need for appropriate rationalisation of offerings to take place in language teaching pedagogy so that standards may be raised (17.7).

> *Recommendation* 16:
> *State Language Cooperation and Coordination Committees (20.1.6.1.) be requested to address the need for the allocation to specific institutions of offerings in language teaching pedagogy for particular languages. Such an action would serve to raise standards and heighten student interest.*

20.1.7 *Bureaucratic impediments*

The availability of languages across institutions, especially but not exclusively by distance education, has at times been restricted by bureaucratic difficulties which need to be removed. Among these are regulations relating to the HECS and the attribution of student load (15.1.2).

> *Recommendation* 17:
> *DEET investigate and resolve bureaucratic difficulties relating to the Higher Education Contribution Scheme and the attribution of student load that have been encountered by higher education institutions when they have attempted to make languages available to students of other institutions.*

20.1.8 *Specialist language degrees*

On a number of occasions the case was put to the Review Panel for increasing the length of a language major degree (perhaps incorporating in-country experience as in the United Kingdom) or introducing a specialised languages degree (11.2.2, 12.2.4, 15.1.5). The idea is worthy of consideration, especially for languages perceived as difficult. The matter is, of course, related to the introduction of more flexible course structures and could involve exclusive study of a language or greater concentration on the language in the early stages of the course. Courses of this nature are being introduced, for example, at the University of Newcastle and have been running successfully for some time at Cornell University in the United States. There is a related tradition for certain U.K. honours degrees.

Recommendation 18:
The Languages Advisory Committee to be set up (20.1.6) by the Higher Education Council consider as a matter of high priority the desirability of:
a. an extended degree for languages students;
b. a specialised languages degree.

20.1.9 *Non-award courses*

Many institutions have found the offering of non-award courses in languages to be a useful public service, good for public relations, a source of undergraduate students, and often profitable (11.5). The offering of non-award courses by language departments and where appropriate by affiliated language institutes or centres for these purposes is strongly supported by the Review Panel.

Recommendation 19:
Universities and colleges through their language departments and language institutes or centres be encouraged to offer non-award courses as a means of spreading language learning through the community.

20.1.10 *Sensitisation courses*

One of the most immediate needs in the area of business is a sensitive understanding of foreign cultures. Such sensitivity has been reported as being lacking in many Australians engaged in business both in Australia and overseas (2.1.5). At the higher education level a noteworthy attempt to address this problem has been made through the establishment of the Monash-ANZ Centre for International Briefing (2.1.5). The Review commends this undertaking and believes that there is room for such initiatives elsewhere.

Recommendation 20:
Universities and colleges be encouraged to consider the desirability of offering non-award, fee-paying courses designed to produce sensitivity towards non-English speaking cultures both within Australia and overseas.

20.1.11 *Professional courses for the linguistically able*

It is essential that all appropriate language resources in the Australian community be fully identified and utilised. These resources include the skills, experience and qualifications of educated and linguistically competent people of migrant background. It may well be that institutions and employing authorities have adopted too conservative an attitude to recognising and accrediting qualifications already held. It is clearly in the nation's interests that where qualifications and/or experience cannot validly be recognised, institutions of higher education should be encouraged to develop and provide suitable courses to enable such recognition to be achieved.

Recommendation 21:
Universities and colleges be encouraged to provide appropriate courses, on a full-time and part-time basis, for appropriately educated and linguistically competent members of the community to enable them to gain formal recognition for their language competence, and to use it in an appropriate field or profession.

20.2 *EFFICIENCY AND EFFECTIVENESS*

20.2.1 *Aims and objectives*

The Review Panel believes it essential that language departments should be as specific as possible about their aims and objectives. Responses by Heads of Department, which tended to be extremely general and bland or absent, indicate that this is extremely rarely the case (10.1). The situation has a bearing not only on student enrolment (14.9) at undergraduate and postgraduate levels but also on the rationalisation of staffing resources and Australia-wide language offerings (10.1). Clear aims and objectives are also important for the general promotion of language learning in the community (10.1).

Recommendation 22:
Language departments express in as specific and interesting a form as possible their principal aims and objectives.

20.2.2 *Flexibility in course offerings and structures*

The Review Panel believes that, with the increasing public awareness of the value of second language competence, the time has come for language departments in higher education to be encouraged to introduce greater flexibility into course offerings and structures (12.2.1, 12.2.2, 12.2.3, 14.5, 15.1.4, 15.2.3). The staffing implications of such initiatives vary from institution to institution and will need to be recognised by university administrators (16.3).

Recommendation 23:
Language departments be encouraged to develop a variety of courses in languages other than English to service the needs of:

a. language, literature and cultural studies;
b. languages for professional purposes in areas such as teaching and interpreting and translating;
c. languages as a support skill in areas such as commerce, law, engineering and science.

Recommendation 24:
Universities consider offering:

a. *double degrees, (post-)graduate diplomas (in time and content), and special purpose courses involving languages other than English;*
b. *intensive courses, summer courses, "fast-tracking" courses.*

Recommendation 25:
Language departments ensure that their language related offerings cover as wide a field as is practicable with the staffing available. Courses in linguistics, semiotics, cinema, media studies, politics, sociology and history should be introduced to complement traditional literature strands provided that they are adequately taught and are not regarded as superficial "soft" options.

20.2.3 *Credit transfer*

Given the increasing demand not only for teachers of languages other than English but also for other bilingual professionals, it is important that institutions grant appropriate credit for the increasingly diverse language learning experiences available to members of the community (11.1, 15.1.4, 15.2.3).

Recommendation 26:
Universities and colleges, in their formal degree requirements and in their teacher education programs, be encouraged to give credit for all appropriate language learning, including intensive courses, summer courses, self-access programs, structured in-country experience, courses in TAFE and language institutes.

20.2.4 *Proficiency assessment*

20.2.4.1 Higher education

In its investigations the Review Panel frequently encountered the perceived need for an efficient national system of language proficiency assessment in higher education (4.4, 8.3, 10.1, 10.4.1, 11.2.1, 11.2.2, 13.1.2, 15.1.3, 15.2.1). The National Accreditation Authority for Interpreters and Translators accredits the professional levels of expertise of interpreters and translators rather than assessing language proficiency. For other more general aspects of language competence, no nationally accepted assessment system is in place, even though a certain number of assessment scales are available (13. 5). The National Languages Institute of Australia is the most appropriate body to pursue this matter through its Research and Development Centres.

Recommendation 27:
The NLIA investigate the introduction of a national system of proficiency assessment for students of LOTE in higher education. This system should be related to public service and commercial employment criteria and, where possible, be linked with overseas models.

20.2.4.2 *Teaching and teacher education*

A particular case for the assessment of language competence is in the area of teaching and teacher education (11.2.2, 11.3.6). It is essential that standards in this area be high and that preference in employment be given to prospective teachers who meet such standards (17.4).

> *Recommendation* 28:
> *Teacher employing authorities phase in as soon as possible minimum, and preferably national, standards of language proficiency and teacher training for LOTE teachers at both secondary and primary levels.*

20.2.4.3 *Teacher training, retention and retraining*

The growing need for language teachers, particularly in some languages, has coincided with a period in which comparatively fewer people are attracted into teaching, and comparatively large numbers are expressing disenchantment with teaching as a career.

In seeking, under pressure, to redress this situation, employing authorities are tempted to take the path of expediency not only by accepting teachers with less than adequate training, but also by providing retraining that is manifestly insufficient (17.4). This cripples teacher morale and prejudices student interest, performance and persistence.

The Review Panel believes that employing authorities should undertake a continuing, and preferably coordinated commitment to attracting, retaining and, where necessary, retraining LOTE teachers.

> *Recommendation* 29:
> *Teacher employing authorities be urged to:*
> a. *supply adequate and appropriately directed resources for the training, retention and retraining of LOTE teachers;*
> b. *insist upon high levels of communicative competence and appropriate pedagogy before teachers are permitted or required to teach;*
> c. *ensure that teachers are provided with appropriate incentives and rewards for their qualifications and experience.*

20.2.5 *Target language contact*

20.2.5.1 Institutional (13.2.1)

It is clear that students prefer maximum contact with the target language during their courses (14.8, 14.9, Appendix 9). This is also nominated by ex-students and recently appointed teachers as a desired improvement in the courses they followed (17.5). Moreover, the most common expectation that language staff had of students was "a high degree of oral/aural proficiency" (10.3). The Review Panel agrees with these views and expectations, particularly now that contact with other languages and cultures is becoming more frequent and more necessary for wider sections of the population. The Panel particularly deplores the frequent loss of contact with the target language often experienced by postgraduate students and sometimes even by honours students.

Recommendation 30:
Language department staff be encouraged to use the target language as extensively as possible in all contact with students.

20.2.5.2 In-country

It is of fundamental importance that every encouragement be given to both students and staff to spend as much time as possible in the country(ies) where the target language is spoken (13.2.2, 14.6, 15.2.4, 16.4). As soon as practicable the training of language professionals, particularly in the areas of teaching and translating/interpreting, should include a period of residence in the target language country(ies) as a requirement for graduation. For this policy to be implemented in an efficient and equitable way, a more extensive system of scholarships, temporary employment, work experience and subsidised travel would need to be put in place on a basis similar to that which exists in many overseas countries. Such a system may well involve facilitation by government, but individual universities and colleges should be encouraged to investigate possible arrangements independently.

Recommendation 31:
Universities and colleges, in granting study leave (OSP, special leave, etc.) to members of language departments, give every encouragement for this leave to be spent, at least partially, in the target language country(ies). In particular cases this may need to be a requirement of the granting of leave.

Recommendation 32:
Universities and colleges grant appropriate study leave for untenured staff teaching languages other than English following three years service.

Recommendation 33:
Teacher employing authorities and the Commonwealth Government facilitate in-country residence for all teachers, prospective teachers and other (prospective) professional users of languages other than English by encouraging applications for assistantships, scholarships, exchanges, and vacation refresher courses.

Recommendation 34:
The Commonwealth Government allow for taxation purposes the reasonable costs incurred on overseas visits/excursions by language teachers to a country where the language(s) taught are spoken.

Recommendation 35:
Universities and colleges, following consultation with teacher employing authorities, professional interpreting/translating organisations and DEET, move towards including a period of residence in the target language country(ies) as a requirement for a language major. Such a period should become mandatory by 1998.

20.2.6 *Research*

20.2.6.1 General

There is an evident need for the stimulation, coordination and recognition of research into language teaching in Australia (11.4, 15.1.4, 18.1, 18.2, 18.4, 19.1.5). Such an enterprise needs to be stimulated and promoted by the National Languages Institute of Australia, and recognised as important both by universities and colleges and by research funding bodies such as the Australian Research Council (15.1.2, 13.4.5, 16.3, 18.5).

Recommendation 36:
In consultation with the National Languages Institute of Australia the Languages Advisory Committee of the Higher Education Council (to be constituted) seek to coordinate and rationalise language teaching research with a view to establishing a Research and Development Unit dedicated to the enhancement of language teaching.

Recommendation 37:
Universities and colleges give due attention to good quality research proposals related to the teaching of languages other than English.

20.2.6.2 Intensive courses

Because of the particular perceived value of intensive courses and the conflicting evidence of their efficacy (12.2.3, 15.2.3), research in the Australian environment is important.

Recommendation 38:
The National Languages Institute of Australia commission research on the effectiveness of various kinds of intensive language programs at the higher education level.

20.2.7 *Syllabus development*

Particularly in view of the speed of advances in technology, there is a need for syllabus development in most areas of the teaching of languages other than English (13.3, 19.2) and particularly in the languages of lesser demand. It is unfortunate that this work, which frequently contains an important research component, often does not receive due recognition in universities and colleges for purposes of tenure, promotion and study leave.

Recommendation 39:
Universities and colleges give due recognition for purposes of tenure, promotion, and study or special leave to projects for syllabus development in the teaching of languages other than English, such recognition to be clearly specified in university and college regulations.

20.2.8 *Retention of beginners*

It is a source of concern for many language departments and certainly for the Review Panel that the retention rate for beginning students in later years is low (14.3). It needs to be recognised by all language departments that at least until language learning becomes more solidly established in secondary schools, the vast majority of students progressing to higher education will have only minimal language experience (see Introduction). Under these circumstances it is important that beginners' courses realistically address the capacities and needs of students. The Review deplores the practices listed in 12.3.1. It commends the practice of streaming language students by proficiency level rather than by year of study (12.3.2, 12.3.3, 13.4.3). Appropriate encouragement to students to begin LOTE study is, of course, essential.

Recommendation 40:
University and college language departments pay particular attention to the design and teaching of beginners' courses and provide every encouragement to beginning students to pursue their studies in later years.

20.2.9 *Language analysis*

The Review Panel was frequently told that stress on communicative methods has contributed to a general tendency to underestimate the importance of language analysis in the teaching of languages other than English (16.5). The Review Panel believes that such a tendency will not only have a deleterious effect on language teaching itself but also lead to a loss of status for language learning as an important intellectual pursuit.

Recommendation 41:
In their teaching programs language departments recognise the importance of fostering in their students the capacity to analyse language.

20.2.10 *Working conditions*

20.2.10.1 Student:staff ratio

There is a general belief among language staff that the particular problems faced by language teaching staff are inadequately appreciated by both administrators and other academic staff. The high level of class contact hours, because of the need for small group teaching, is most commonly cited, but also important are the absence of up-to-date technological tools and poor library funding (15.1.4, 19.3).

> *Recommendation* 42:
> *Universities and colleges and funding bodies recognise the labour-intensive nature of language teaching and allocate staffing, general resources and library resources accordingly. Taking into account the difficult financial situation of most institutions, the Review Panel recommends a student:staff ratio no higher than 10:1. This should be lower in very small departments where staff are expected to cover an extremely wide range of activities, including at times giving assistance to librarians in cataloguing.*

20.2.10.2 Levels of appointment

A survey of 11 pre-1987 universities conducted by the Review Panel indicated that the proportion of language staff occupying the position of Professor or Reader/Associate Professor was substantially lower than that of staff in English, History/Politics and Psychology departments (16.2). On the other hand, the proportion of language staff at the level of Senior Tutor/Tutor was found to be considerably higher.

> *Recommendation* 43:
> *Universities and colleges ensure that the level of appointment of languages staff is on average not lower than for comparable departments.*

20.2.11 *Language teaching expertise*

For the standard of language teaching to improve, it is important that the activity and the research associated with it be accorded higher status (18.1). While the Review Panel believes that all members of language departments should be encouraged to do some language teaching, it holds the view that at least some staff members should have their qualifications and research interests in language (15.2.4, 16.5). In no case should all or most language teaching be left to low status or untenured staff (10.4.1). The practice in some universities of having awards for excellence in teaching is commended (15.2.4). The Review Panel shares the view of most of the academics consulted on the issue that the grade of instructor does not serve the best interests of language teaching in higher education (15.1.4, 16.5).

> *Recommendation* 44:
> *Language departments ensure that at least one tenured staff member in small departments and one in five tenured staff members in bigger departments has qualifications and research interests in language.*

> *Recommendation* 45:
> *Universities and colleges pursue the practice of rewarding in appropriate fashion excellence in the teaching of languages other than English.*

20.2.12 *Copyright restrictions*

A particular source of concern to staff of language departments is the restriction recently placed on the copying of television and video material, even when it is used for strictly educational purposes (15.1.2). Copying may take place, but at considerable financial cost. Representations on this matter have already been made by the NLIA but it is anticipated that more intensive lobbying will be necessary if educational institutions are to be excluded from the restrictions imposed by the regulations or at least have the cost of copying drastically reduced.

> *Recommendation* 46:
> *The Minister for Employment, Education and Training be requested to make representations to the appropriate government ministers and departments with a view to having video and television material excluded from the restrictions of the relevant copyright Act when this material is used exclusively for educational purposes.*

20.3 *PROMOTION*

20.3.1 *Weighting of LOTEs*

In order for Australia's future language needs to be met, language competence will need to be much more strongly stressed across the educational system (chapters 1-7). Language learning is in the process of becoming compulsory at the secondary level and it seems desirable to the Review Panel that in due course language competence should once again become a prerequisite for entrance to higher education. In the meantime every encouragement needs to be given to students to take advantage of whatever language learning facilities are available to them. The Review Panel commends the positive loading of university entrance scores gained in languages other than English, at least in the short term (15.2.1).

> *Recommendation* 47:
> *Universities and colleges, in the calculation of tertiary entrance scores, seriously consider giving a positive loading to marks obtained in languages other than English.*

20.3.2 *Professionalisation of interpreting and translating*

For Australia's needs in the areas of translating and interpreting to be adequately addressed, the few programs that currently exist in higher education must be properly supported by government both directly and indirectly. The registration of translators and interpreters from 1991 is an important first step. Legislation recently recommended (5.1) should now be put in place to ensure that the demonstrated needs in the legal area are met. Further efforts by government to professionalise interpreting and translating are necessary (15.1.3). Unless this is done, translating and interpreting courses will continue to experience difficulty in attracting viable numbers of able students to satisfy the needs identified particularly in business (2.1.3, 2.1.4), tourism (3.3), law (5.1), education (5.2, chapter 7) and health (5.3).

> *Recommendation* 48:
> *The Government legislate to ensure that:*
> a. *the interpreting and translating needs identified in chapter 5 of this Report are adequately addressed;*
> b. *interpreters and translators are adequately remunerated for their professional activity;*
> c. *only registered professionals are used for translating and interpreting in government departments.*

20.3.3 *Career paths for LOTE teachers*

Over the past two decades LOTE teachers have seen their career paths shrinking and become increasingly unfulfilling. Fewer and fewer have chosen to enter or remain within the LOTE teaching profession. Some have sought to gain fulfilment and reward outside the conventional teaching area altogether. This situation must change if the base and quality of LOTE learning in the Australian community are to improve.

> *Recommendation 49*:
> *Teacher employing authorities, preferably on a coordinated basis, ensure that appropriate, flexible and rewarding career paths exist for LOTE teachers, at both primary and secondary school levels. These career paths should include those who choose to specialise solely within the LOTE area and those who wish to combine one LOTE with another curriculum area.*

20.3.4 *Support for LOTE teachers*

There is a comparatively high proportion of junior (eg. tutors) or untenured staff among tertiary language departments (16.2). A similar concern relates to the position of LOTE teachers in schools. With the declining status of LOTE teaching over recent years, many LOTE teachers begin and spend most or all of their teaching career without the guidance and supervision of a specialist Head Teacher also qualified in the languages area (7.5.5). 83% of recently appointed language teachers expressed a need for more training (Appendix 8).

> *Recommendation* 50:
> *Teacher employing authorities provide practical and appropriate support to young and/or inexperienced LOTE teachers, by the provision of consultancy support networks and the use and expansion of support schemes such as the Master Teacher program at Macquarie University.*

20.3.5 *Promoting languages among employers*

During the course of the Review, it was established that the managers of many Australian companies are either unaware of the benefits to their companies of language proficiency (2.1.2, 2.2), or do not know how to approach marketing in a non-English speaking environment. This was also the finding of a number of other enquiries (Australian Exports 1989, Valverde 1990, Stanley et al. 1990). It is clearly in the national interest that this situation should change. One of the national objectives for languages other than English proposed in the Green Paper on literacy and language policy is "increasing public awareness of the benefits of language learning, particularly in combination with other vocational skills" (*The Language of Australia* 1990, p.40).

> *Recommendation* 51:
> *In consultation with the Business Higher Education Round Table and the Languages Advisory Committee of the Higher Education Council, the National Languages Institute of Australia undertake an appropriately researched and resourced campaign to:*
> *a. persuade employers in general and business in particular of the value to them of a professional standard of LOTE skills, including their use for interpreting and translation.*
> *b. demonstrate that it is in Australia's longer term interest to provide adequate incentives and rewards to those who wish to work professionally with LOTEs;*
> *c. persuade employers to identify and to advertise clearly their needs in the area of LOTEs.*

20.3.6 *Research/data base on language needs*

The importance of developing a research/data base on Australia's languages needs has been recognised for some time (18.5). A start has been made by the present Review, a number of other enquiries and by the Centre for Language Teaching & Research at the University of Queensland. It is essential that these efforts be coordinated and developed, preferably through the National Languages Institute of Australia.

> *Recommendation* 52:
> *The National Languages Institute of Australia seek the support of the Commonwealth and State Governments and of business to develop a research/data base to monitor Australia's LOTE needs and priorities.*

20.3.7 *Contact with business*

The experience of the Review Panel in interviewing leaders in business and government has emphasised the need for continuing contact to be established between these areas of national activity and higher education. There is considerable ignorance on both sides in the area of LOTE. The Review Panel notes with interest the recent formation of the Business Higher Education Round Table, which is to meet two or three times a year and to commission research into areas it believes are crucial to the economy and the education system. Since the preliminary work of the Board of the Round Table involves "the skill needs of Australian employers in the year 2000 and the ability of education providers to meet those needs", the Review Panel believes that LOTE needs should be brought to the Board's attention.

Recommendation 53:

The university members of the Board of the Business Higher Education Round Table be invited to bring to the attention of the Board the conclusions and recommendations of this Report with a view to having them addressed by the Business Higher Education Round Table.

20.3.8 *Relations between higher education and the NLIA*

The National Languages Institute of Australia is a recent initiative which already has close links with higher education. The Melbourne secretariat is linked to Monash University and its Research and Development Centres, in which the essential research efforts of the NLIA are focused, are all Centres of various universities (11.4). Given the need, identified in many parts of this Report, to promote and coordinate all aspects of language research, teaching and learning in Australia, the Review Panel welcomes the creation of the NLIA and encourages language departments to use its facilities and to contribute to its development. With adequate support the NLIA could become one of the most significant influences in Australia for promoting the cause of language teaching and learning. The Green Paper on literacy and language policy notes that "the NLIA has the potential to stimulate excellence in teaching and research in all areas relevant to literacy and language in the higher education sector across Australia, thereby contributing to the quality of literacy and language teaching in all education sectors" (*The Language of Australia* 1990, pp30–31).

Recommendation 54:

Language departments be invited to give all appropriate support to the National Languages Institute of Australia and to use it as a mechanism for the promotion and coordination of activities related to language teaching and learning.

20.3.9 *Libraries: non-roman script*

For the development of teaching and research, it is important that the Australian Bibliographical Network develop the capacity to access languages that do not use roman script (19.3).

Recommendation 55:
DEET make available $50,000 to the research study proposed by the National Library of Australia on the use of non-roman scripts in the Australian Bibliographical Network.

20.3.10 *Library resources*

It is necessary for there to be adequate library materials, in both print and non-print media, to support teaching and research in languages other than English offered in an institution of higher education. It has been estimated that it costs 50% more to acquire and process LOTE than English language material (19.3).

Recommendation 56:
Universities and colleges ensure than an adequate library establishment grant be provided for each new language introduced. $40,000 should be considered as a bare minimum.

Recommendation 57:
In calculating grants to libraries for the acquisition and processing of LOTE material, universities and colleges take account of the fact that costs for LOTE material are substantially higher than for English language material.

20.3.11 *Library staff and LOTE competence*

Through lack of staff with the appropriate competence many university and college libraries are encountering difficulties with the acquisition and processing of LOTE material (19.3).

Recommendation 58:
Universities and colleges consider, as appropriate, the following measures to encourage LOTE competence in their library staff:
a. include general language awareness training as well as training in a specific LOTE in all librarianship courses (see Recommendation 13);
b. as an interim measure, offer courses to appropriate existing staff in general language awareness;
c. give appropriate emphasis to the employment of trained bilingual librarians;
d. encourage the sharing of bilingual librarians among institutions in reasonable geographical proximity.

20.4 COSTING OF RECOMMENDATIONS

20.4.1 *Direct costs to government*

20.4.1.1	Recommendation 6, it is suggested, could require a government contribution of $100,000 per year for 5 years, after which time a continuing contribution of $500,000 would be necessary.	
	Cost over 5 years 1992-1996	$1,500,000
20.4.1.2	Implementation of Recommendation 8 should be phased in over 3 years Cost over 3 years 1992-1994	$1,500,000
20.4.1.3	Recommendation 55 would involve a one-off payment of $50,000	
	Cost for 1991	$ 50,000
20.4.1.4	Total cost 1991-1996	$3,050,000

20.4.2 *Indirect cost to government*

20.4.2.1 Recommendation 34 would involve forgone tax, the amount of which would need to be quantified.

20.4.2.2 The establishment costs of the Research and Development Unit advocated in Recommendation 36 might involve some costs to government.

20.4.2.3 The implementation of Recommendation 48 would add to the costs of certain government departments, but these should be offset by greater efficiency.

20.4.2.4 Government would, in due course, need to contribute to the costs of Recommendation 52.

20.4.3 *Costs to teacher employing authorities*

The raising of standards advocated in Recommendations 29 and 50 would initially impose greater strains on the finances of teacher employing authorities. These costs would be at least partially offset by increased rates of retention and by the efficiencies that stem from improved morale.

20.4.4 *Costs to universities and colleges*

Recommendations 32, 41, 56 and 57 imply some extra costs. In practice this would mean internal redistribution of funds. The extra costs, however, should be taken into account by DEET in the calculation of institutional needs. These costs would be partially offset by the coordination across institutions of LOTE teacher education courses and of courses in languages of lesser demand.

20.4.5 *Costs to the private sector*

20.4.5.1 It is suggested that the costs associated with Recommendation 51 should principally be borne by business.

20.4.5.2 The private sector would, in due course, need to contribute to the costs of Recommendation 52, since such initiatives will ultimately be cost-effective in this sector.

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INDEX (Volume I)

A

AACLAME xix,xxi,xxxiv,31,170
Academic tradition in languages 80-81
Accreditation of relevant experience 144
Accreditation across institutions 98,124
African languages 63
Age distribution of LOTE students 115-116
Applied linguistics 89-90,130,140
Arabic 27,28,37,61,65,66,141,168-169
Asian languages 62,67,passim
    priority in research 154
Assessment of students 113-114 (see also Proficiency assessment)
Attitudes to LOTE study 122-123
Austrade 28-29,54
Australian Bibliographical Network(ABN) 163-164,187-188
Australian Foreign Service Language Examination(AFSLE) 27
Australian Language Certificate 127
Australian Language Levels(ALL) 47,108-109
Australian Second Language Proficiency Rating(ASLPR) 113-114,155

B

Balanced approach to LOTEs 4
Beginners' courses 85,182
Bilingual learning 6,35
Business Higher Education Round Table xviii,186-187
Business managers, attitudes to LOTE 9-10

C

Canada, language policy 17
Centre for Community Languages in the Professions 31,155
Centre for Language Teaching and Research 92,155
Centres/Institutes of Languages 29,91-97
Chinese 27,28,37,62,68,69,88,141,143
Communicative competence 50,76,111,120
Community languages 37,61
Community links, importance of 143
Community support, dependence on 123,147
Computer assisted learning 153,157-158

Contact hours for LOTEs 73-74,99-103,127,145 (see also Proficiency)
Cooperation across institutions 126
Copyright xii,124,184
Credit transfer 178
Croatian 37,141
Cultural literacy 15,80
Cultural sensitisation 14-15,53,176

D

DEET xiii,35,68,70,71,129,168,169,171,175,188
Defence, policy 24-26
Diplomas in languages 90,91
Distance education 68-74,98,120-121,159,171-172
Distinguished Teaching Awards Scheme 130
Double/joint/combined degrees 43,83,87,124,129
Dropping of LOTE requirements xxxiv
Duration of courses 103-104
Dutch 73

E

Eastern Europe xxxii (see also Slavonic languages)
Employer support for LOTEs 124-125,185
English, assumptions about universality 9-11,16-17,23,166
Equity and access 30-38
Ethnic background of students 116-118
European languages, place in higher education 60,66,130
Exporting and languages 9-17

F

Foreign Affairs and Trade, Department of 23-24,25,26-27
French 20,27,28,42,66-68,86,88,141
Funding for LOTEs 124

G

Garnaut Report xxxi,19,23
Gender/sex bias in languages 43,115
German 20,27,28,42,66,67,68,88,119,141,152
Greek 37,61,66,67,68,141,143,168

Grouping of students 104-105

H

Hebrew 66,141
Higher degrees 88-90
Higher Education Council xiv,2,77,130,170,172,173,176,186
Honours courses 88
Horwood Language Centre 91-92
Hughes Report 9,10,11
Humanities, place of 3

I

Immersion 108
Immigration policy and LOTEs 4-5
Incentives and disincentives to language study 122-130
Indian languages 63
Indonesian 27,28,62,65,66,67,141,143
Ingleson Report xxiv,xxx,xxxi,134,161-162,163
Insearch Language Centre 94,96-97
Institute of Languages 29,94-95
Institute of Modern Languages 95
Institutes/Centres of Languages 29,91-97
In-country experience 50,119-120,130,136,145,180-181
"Instructors" in LOTEs 126,139-140
Intellectual base for LOTE study 7-8,15
Intensive study xvi,100-103,108,129
    need for research 103
Interpreters/translators
    competence 33
    demand for 125
    dependence on 10-11,30,36-37
    recognition of 55,82,184-185
Interpreting/translating, tertiary courses in 82,85
Italian 20,37,42,61,64,66,67,68,88,127,133,137,141

J

Japanese 27,28,62,66,67,75,87,88,89,90,141,144
Joint/double degrees 43,83,87,89

K

Khmer 37
Korean 27,62

L

Language Acquisition Research Centre(LARC) 92,154
Language analysis xix,182
Language & Society Centre 92-93,155
Language Centre (Bond) 92
Language Centres/Institutes 91-97
Language competence, attitude of Austrade 28-29,54
Language competence, relevance to diplomacy 23,26-27
Language Cooperation & Coordination Committee 173
Language/culture skills labour force plan 22
Language departments, aims and objectives 75-83,177
Language Export Centres 15
Language resources within Australia, maximising use 38
Language Testing & Curriculum Centre 93,155
Language Testing Centre 93,155
Languages,coordination & cooperation across institutions xvii,65,98,172-175
Languages Advisory Committee xiv,176,186
Languages and cognitive value 5-6
Languages and health 36-38
Languages and the law 31-34,83
Languages and other disciplines 8,81
Languages and science 39-44
Languages and technology 39-44,153,157-161
Languages in schools
  State policies 45-47
  national initiatives 47
  secondary schools 5
Languages, range for Australia 54-55,57-74,168,170-171
Libraries xvi,xvii,11161-165,187-188
Linguistic Availability Performance Allowance 128
Linguistic background of LOTE students 116-118
Linguistic nationalism 16
Literature in LOTE study 7-8,80-81

M

Macedonian 37,68,133,141
Maltese 73
Methods in LOTE teaching 106-107,111-113,145

Middle East xxxii,3,4
Migrants, investment in Australia 18
Migrants in tertiary education 35-36
Monash-ANZ Centre for International Briefing 14-15
Mother tongue maintenance 4-5
Multiculturalism xxxiii,2-3,4-5,34,53
Multifunction polis 41-42
Multilingual marketing 17-18
Multilingual workforce
    incidental use 10-11
    lack of rewards 13-14

N

National Accreditation Authority for Translators & Interpreters (NAATI) 55,82,85,113,178
National Centre for English Language Teaching & Research 38
National Distance Education Conference(NDEC) xiii,xiv,71,171-172
National Languages Institute of Australia(NLIA) xix,xxi,91,151,154-155 160,161,172,178,181,186,187
National Policy on Languages xxiv, xxxiii, 2,30,34,122,148,167-168,171
Non-award courses xvi,84,176

O

Overseas study 110,119-120,130,145

P

Pacific/Oceanic languages 63
Part-time courses, need for 145,147
Point Cook, RAAF School of Languages xxxi,24-26,28,100
Polish 32,68,141
Portuguese 66,68,73
Previous reviews xxvii-xxxii
Proficiency assessment 107
    AFSLE 27
    of interpreters/translators 55
    of language graduates 78,85,86,100,113-114,127,145-146,178
    of teachers 50

R

Reading competence 75-76
Reasons for LOTE study 118-119
Research 42,107,133-136,145,148-156
Research, funding for 124
Russian 27,42,61,64,65,66,67,68,100,141,168-169

S

Sensitisation courses 14-15,176
Serbian 37,68,141
Sex/gender bias in LOTE study 43,115
Slavonic languages xiii,68,72,133,169
Social justice and LOTEs 30,38
South America xxxii,4
Spanish 27,28,37,42,61,62,67,141,168-169
Special purpose courses 129
Staff profiles in languages 131-140
Student enrolment in LOTEs 65-67,69-70
Student:staff ratios xvii,144,182-183
Swedish 66,73
Syllabus design and coordination 110-111

T

Target language, use of 109-110,119-110,179-180
Teacher education 72,86,91,141-147,179
Teacher employing authorities 179,180,185
Teachers of LOTEs
    facilitating employment 47,144-145
    profile 131-140
    qualifications 144-145
    resignation rates 49
    status 126
    supply 48-49,50,141-142
Teaching of LOTEs
    status and priority 82,83,125,137-140,142-143,149
    support from government 50,146-147
    support from institutions 146-147
Technology and LOTEs 39-44,157
Teleconferencing 159-160
Textbooks 161
Thai 14,16,62
The Language of Australia 10

Tourism
    growth from Asia xxxiv
    LOTE competence of personnel 20-21
    predictions for Australia 19
Tourists, preference for local guides 20
Trade, growth with Asia xxxiv
Turkish 37,141,143

U

Ukrainian 65,68
U.S. economy, relative decline 16

V

Vietnamese 37,62-63,68,141

W

Weighting of LOTEs 184
Western Europe xxxii,169-170

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WIDENING OUR HORIZONS

Report of the Review of the Teaching of Modern Languages in Higher Education

VOLUME II

Widening Our Horizons

Report of the Review of the Teaching of Modern Languages in Higher Education

Volume 2

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VOLUME II: APPENDICES

Volume II contains twelve appendices which will prove of value to anyone wishing to pursue aspects of the Review. Of particular interest in this volume are the profiles of each institution of higher education that offers language units.

	Page
1. Terms of reference document	1
2. Profiles of institutions	6
3. Languages offered in award programs	155
4. Call for submissions	188
5. Submissions received	190
6. People & organisations consulted	197
7. Overseas institutions visited by Professor Leal	202
8. Questionnaires (with commentary)	204
9. Survey of 3rd year language students	334
10. "Trading in foreign language environments" by Paul Barratt	390
11. Monash-ANZ International Briefing Centre	401
12. Summary of Australian Second Language Proficiency Ratings (ASLPR)	405

APPENDIX 1

TERMS OF REFERENCE

TERMS OF REFERENCE

Purpose

The purpose of the review will be to investigate the current situation of modern language teaching in higher education, with a view to identifying or developing models for best practice and defining what pedagogical and other changes may be necessary in order to meet Australia's language requirements. This will be done in the context of the National Policy on Languages (NPL), with reference to the four social goals for language learning, namely:

(1) Enrichment: cultural and intellectual

(2) Economics: vocations and foreign trade

(3) Equality: social justice and overcoming disadvantages

(4) External: Australia's role in the region and the world

(Lo Bianco (1987) *National Policy on Languages* p.44.)

The review will produce a co-ordinated plan for efficient, effective and high quality language teaching in the higher education sector and it will identify the balance and range of language programs required to meet these purposes.

Background

The review is to be conducted under the auspices of the Australian Advisory Council on Languages and Multicultural Education (AACLAME). AACLAME was established in March 1988 to advise the Minister for Employment, Education and Training on implementation of the NPL, to monitor implementation of the program components of the NPL and to act as a forum for discussion on issues relevant to languages policy and multicultural education in Australia.

With recent significant increases in language teaching and learning in both schools and higher education institutions, there is a need for clear guidelines for future directions for language teaching at all levels. This review will satisfy this need for the higher education sector.

Both the Prime Minister and the Minister for Employment, Education and Training have identified the need for a comprehensive plan for the teaching of languages in the tertiary sector, particularly in higher education institutions.

Scope

The AACLAME Secretariat has already sought statistical information on language units available through award courses from all higher education institutions. In 1988, 43 institutions taught up to 47 modern languages. Of these Chinese, Japanese, Indonesian, Thai, Korean, Vietnamese, Hindi and to a much lesser extent Arabic, were the subject of the Ingleson Inquiry into Asian Languages and Studies in Higher Education, completed in January 1989. It is not intended to duplicate this work.

About 40 modern languages could be the subject of this investigation. In 1990, the year in which the review will be conducted, the number of higher education institutions teaching the modern languages under study is expected to be 31. It is not intended that the review will concentrate on each language and each institution in equal detail. Although all relevant institutions and languages will be consulted during the review, it will be necessary for the review to use a case study approach. It is expected, however, that the planning and pedagogical findings will have implications for all language programs.

Within these parameters, the review will:

- examine programs in modern languages. English, Aboriginal languages, Australian Sign Language and Languages considered in detail in the Ingleson Inquiry will not be included. The review will not encompass language programs offered through conservatoria of music or theological colleges.
- examine language programs available through award and non-award courses in higher education institutions, including full-time, part-time and external studies courses.
- focus on programs where language is taught as a major component of study.
- consider relevant background material, including Commonwealth and State government reports and policy statements, the Ingleson report, industry surveys, CTEC surveys, studies on teacher supply (including those done by the States), existing internal reviews in institutions, and international studies, surveys and policies in comparable countries.
- consider industry and community views on demand for levels of proficiency in individual languages.

- examine models for cooperation between institutions and linkages with other education systems.

- advise how the Commonwealth and other government and non-government agencies could best promote language teaching in higher education.

Issues and Activities

Using general statistical information and detailed representative case studies, the review will:

- determine Australia's social, welfare, service delivery, trade, tourist, political, scientific and technological requirements to assess the need for language programs.

- assess the extent to which the needs and demands for languages of various groups and agencies in Australia are being met through language programs.

- assess the extent to which the backgrounds and needs of the student population are taken into account in course content and expectations.

- in the context of these needs and demands, analyse provisions and constraints on provisions in areas such as:

    - the extent of language offerings

    - access to language programs

    - award courses for the preparation of teachers at all levels of education

    - the use and potential of distance education and technology for teaching languages

    - provision of non-award courses

    - objectives of courses

    - student and community response to courses

    - nature and role of research

    - interaction between language teaching programs and other disciplines such as literature, linguistics, anthropology, business, science and law

  - collaboration across institutions
  - articulation between sectors
  - destination of graduates
- identify and promulgate best practice and promising innovations
- investigate the possible relationship between the Languages Institute of Australia and language faculties/departments, particularly in terms of the provision of specific purpose courses and the training of language lecturers
- determine whether language teaching and research activities are being carried out efficiently and effectively, and in programs at a level and of a quality which are appropriate to meet identified needs and demands.

Consultation

Apart from extensive consultation with educational institutions and their students, the review team will consider the views of a number of organisations and agencies such as:

AACLAME
Commonwealth Department of Employment, Education and Training
Australian Vice-Chancellors Committee
Australian Committee of Directors and Principals in Advanced Education
Asian Studies Council
Australian Teachers Federation
Independent Teachers Federation of Australia
Australian Federation of Modern Language Teachers Associations
Conferation of Australian Industry
Federation of Australian University Staff Associations
National Board of Employment, Education and Training
Business Council of Australia
Federation of College Academics
Bodies responsible for higher education in the States/Territories
Federation of Ethnic Communities Councils of Australia
Relevant ethno-specific organisations
NPL Liaison Group
Distance Education centres
Australian Tourism Industry Association
Inbound Tourism Industry Organisation Australia
National Accreditation Authority for Translators and Interpreters

APPENDIX 2

PROFILES OF INSTITUTIONS

Profiles of Institutions

1990

The following institutional profiles are based on information from a) 1990 Handbooks and course descriptions, b) the questionnaire distributed by the Review panel to the Heads of language departments, c) submissions sent to the Review panel by members of the university staff, d) the visits paid to each institution by two members of the Review panel, and e) documentation sent by the Registrars' offices about students' enrolment figures.

The information on which these profiles are based was gathered between June and September 1990. It offers the best available summary of activities related to language teaching in each institution at the time. In October, a draft of the profiles was sent to the institutions themselves for checking.

While every attempt has been made to ensure accuracy, the profiles may not fully conform to present reality. The position of languages is in a state of flux throughout Australia. Contributing factors include the effects of amalgamations on the structure and priorities of institutions; changing patterns in distance education and teacher education, and in the range, nature and purpose of language courses themselves.

The enrolment figures of each language, while reasonably accurate with regard to individual institutions, are often not directly comparable across institutions. This is due to great diversity in the internal organisation of language programs. On the one hand, for example, German I, German II and German III at the University of Adelaide are large units which include both language and non-language components. On the other hand, at Curtin University, the language and non-language components form separate units which can be taken independently. Consequently it is not always feasible to compare language enrolments in different institutions. The problem is compounded by the fact that it is not always clear whether non-language units are restricted to language students or are offered in English more widely.

Even within individual institutions, EFTSU on single languages may not be totally accurate. For example, at Monash University there are separate units for each of the Slavonic languages, but there are also units which are common to them all. Likewise, at the University of Sydney, the Department of East Asian Studies distinguishes between Chinese, Japanese and Korean units in its undergraduate programs, but may include Chinese or Japanese in its postgraduate EFTSU. The result is that the total enrolment figure given for an institution may be higher than the sum of the figures given for each language.

Sometimes languages are listed at the beginning of an institution's profile but no enrolment figures appear later in the profile. This can be for a variety of reasons: a) a language is offered by one institution but coordinated from another - eg, Arabic and Ukrainian at the University of Adelaide are coordinated from the University of Sydney and Macquarie University respectively; b) a language is offered as a component of a larger unit - eg, Occitan and Romanian at Flinders University are included in French units, and Javanese and Sundanese at Monash are part of Indonesian units; c) a language is listed but not offered in 1990, since it is cycled with others from year to year - eg, Croatian, Korean and Serbian at Victoria College; d) data are unavailable - eg, Irish and Welsh at the University of Sydney.

Across institutions there is great diversity in the organisation of language units in the teacher education area. Methodology units can be language specific or apply to all languages; they can be offered at undergraduate or postgraduate levels, in pre-service or in-service courses; and they can apply to primary or secondary education. Furthermore, in some of the former Colleges it is often impossible to distinguish method units from language learning units, since language units are offered as electives in BEd or BTeach programs. Precise information on enrolment figures in this area has been very difficult to gather, and readers are reminded that a separate "National Enquiry into LOTE Teacher Employment and Supply" is currently being conducted under the auspices of AACLAME and NLIA.

In conclusion, the total EFTSU figure given for each institution includes all the available enrolments in the teacher education area, but the total EFTSU figures given for each separate language do not include teacher education enrolments, even when they are language specific.

Institutions are listed in alphbetical order. Within each institution, languages are also listed in alphabetical order.

CONTENTS

PAGE

The University of **Adelaide** 10
The **Australian National University** 13
Bond University 18
The University of **Canberra** 19
Catholic College of Education 21
Institute of **Catholic** Education 23
University College of **Central Queensland** 25
Charles Sturt University 27
Curtin University of Technology 29
Deakin University 31
The **Flinders** University of South Australia 32
Griffith University 36
James Cook University of North Queensland 41
La Trobe University 44
Macquarie University 50
The University of **Melbourne** 56
Monash University 64
Murdoch University 77
The University of **Newcastle** 80
The University of **New England** 84
The University of **New South Wales** 88
Northern Territory University 94
Phillip Institute of Technology 96
The University of **Queensland** 98
Queensland University of **Technology** 105
South Australian College of Advanced Education 108
South Australian Institute of Technology 112
University College of **Southern Queensland** 114
Swinburne Institute of Technology 116
The University of **Sydney** 118
The University of **Tasmania** 126
University of Technology, Sydney 129
Victoria College 130
Victoria University of Technology 134
The University of **Western Australia** 139
Western Australian College of Advanced Education 142
The University of **Western Sydney** 147
The University of **Wollongong** 152

The University of Adelaide

Arabic, coordinated from the University of Sydney
1st year only 1990; 2nd year only 1991; 3rd year only 1992

Chinese, *Centre for Asian Studies, Faculty of Arts*
3-year sequence, Hons, MA (thesis), PhD (thesis)

French, Dept of French, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of German, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Italian, outreach from Flinders University
1st year only

Japanese, Centre for Asian Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Russian, through Flinders Univ. and coordinated by the Univ. of Melbourne
2nd year only 1990; 3rd year only 1991

Spanish, outreach from Flinders University
1st year only; 1st, 2nd and 3rd years from 1991

Ukrainian, from Macquarie University's external studies program
3-year sequence

Special Features

Italian since 1982 and Spanish since 1987 are taught at the University in the 'outreach' program from Flinders University.

When a third University is created through amalgamations in South Australia, some language staff from the South Australian College of Advanced Education (City Campus) will join the University of Adelaide.

Distance Education

See under Arabic, Russian and Ukrainian above.

Teacher Education

The Dept of Education in the Faculty of Arts offers DipEd curriculum units in Chinese, French, German, Italian, Japanese and Spanish.

Language-related Bodies

Centre for Intercultural Studies and Multicultural Education

Non-award Programs

French (for beginners, first year, second year, third year, advanced), **German** (for beginners, first year, second year, third year, advanced, reading course), **Italian** (for beginners, first year, second year, third year, advanced, revision), **Japanese** (for beginners, second year, third year, advanced, revision), **Modern Greek** (first year, second year), **Mandarin Chinese** (first year, second year, third year), **Indonesian** (first year, second year, third year), **Russian** (first year, second year, third year), **Spanish** (first year, second year, third year).

Future plans

Close cooperation is planned through the state-wide Centre for Language Teaching and Research, which succeeded the Consultative Group for Languages in Higher Education formed in 1989.

More diverse offerings are planned through the newly developed model for hosting languages from other universities, with a local teacher appointed to work under the supervision and with the syllabuses of the originating university.

In 1991, Modern Greek will be added to Italian and Spanish by 'outreach' from Flinders University.

From second semester 1990, an in-service award for teachers, called the Graduate Certificate in Language Education will be offered. This year it will be a German language program (1 semester, 8 hours/week). Negotiations are advanced for a second program in general language methodology in 1991, and a third program, in French, in 1992. The Centre for Asian Studies has applied to DEET's Reserve Fund for support for a Graduate Certificate program from 1992.

1990 Enrolments

UNITS OF STUDY	STUDENTS	EFTSU
Chinese I	62	15.5
Chinese II	74	24.7
Chinese III	30	15.0
total CHINESE		**55.2**
French I	71	17.8
French IA	68	17.0
French II	24	8.0
French IIA	17	5.7
French Studies IIS1	10	1.7
French Studies IIS2	9	1.5
French III	22	11.0
French Studies IIIS1	5	1.3
French Studies IIIS2	4	1.0
Honours	6	6.0
MA (thesis)	2	2.0
PhD (thesis)	1	1.0
total FRENCH		**74.0**
German I (Adelaide)	51	12.8
German I (Flinders)	25	8.3
German IA	40	10.0
German II	32	10.7
German IIA	7	2.3
German IIB	10	3.3
Media and mass communications	1	0.6
German III	20	10.0
German IIIB	9	4.5
Honours	7	7.0
Graduate Certificate	14	7.0
PhD (thesis)	1	1.0
total GERMAN		76.9
Japanese I	183	45.8
Japanese II	116	38.7
Japanese III	54	27.0
Hons Japanese	1	1.0
total JAPANESE		**112.5**
DipEd Curriculum Units		
Language major	13	2.2
Language minor	12	1.0
total TEACHER EDUCATION		**3.2**
TOTAL ALL LANGUAGES		**321.8**

Arabic, Faculty of Asian Studies
3-year sequence, Hons, MA (thesis), PhD (thesis)

Chinese (Modern), Faculty of Asian Studies
3-year sequence, Hons, MA (thesis), PhD (thesis)

French, Dept of European Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of European Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Hindi, Faculty of Asian Studies
3-year sequence, Hons, MA (thesis), PhD (thesis)

Indonesian, Faculty of Asian Studies
3-year sequence, Hons, MA (thesis), PhD (thesis)

Italian, Dept of European Languages, Faculty of Arts
3-year sequence, Combined Hons, MA (thesis), PhD (thesis)

Japanese, Faculty of Asian Studies
3-year sequence, Hons, MA (thesis), PhD (thesis)

Korean, Faculty of Asian Studies
3-year sequence, Hons, MA (thesis), PhD (thesis)

Lao, Faculty of Asian Studies
1 year, MA (thesis), PhD (thesis)

Russian, Dept of European Languages, Faculty of Arts
3-year sequence, Combined Hons, MA (thesis), PhD (thesis)

Thai, Faculty of Asian Studies
3-year sequence, Hons, MA (thesis), PhD (thesis)

Tibetan, Faculty of Asian Studies
2-year sequence, MA (thesis), PhD (thesis)

Urdu, Faculty of Asian Studies
2-year sequence, MA (thesis), PhD (thesis)

Vietnamese, Faculty of Asian Studies

3-year sequence, Hons, MA (thesis), PhD (thesis)

Special Features

Combined courses are available in Asian Studies and Economics, Asian Studies and Commerce, Asian Studies and Law. Also, Arts/Economics, Arts/Commerce, Arts/Law and Arts/Science.

The Faculty of Asian Studies offers a Graduate Diploma and an MA (Asian Studies) in Applied Japanese Linguistics.

Non-award Programs

Chinese (beginning), **French** (beginning, continuing, intermediate, advanced), **German** (beginning, continuing), **Indonesian** (beginning), **Italian** (beginning, continuing), **Japanese** (for beginners I, II, intermediate I, II), **Portuguese** (summer course only), **Russian** (beginning), **Spanish** (beginning, continuing).

Future Plans

A BA in European Studies is to be introduced from 1991. This degree will require at least 4 points of a European language.

1990 Enrolments

UNITS OF STUDY	STUDENTS	EFTSU
Arabic 1	13	3.17
Arabic 11	5	1.37
Arabic 111	1	0.33
total ARABIC		**4.87**
Modern Chinese A	30	8.01
Modern Chinese B	30	8.61
Modern Chinese C	29	4.32
Modern Chinese D	28	4.68
Modern Chinese V Hons	2	2.00
Advanced Modern Chinese	10	2.71
Litt B Chinese	3	3.00
MA Chinese	1	1.00
PhD Chinese	10	10.00

total CHINESE		**44.33**
French 1A	69	18.10
French 2A	40	11.54
French 3A	24	7.41
French 1B	21	5.22
French 2B language	18	2.51
French 3B language	6	6.91
French 1V Hons	3	3.00
MA	2	2.00
PhD	1	1.00
total FRENCH		**57.69**
German A1	44	5.57
German A2	36	4.62
German A3	11	1.27
German A4	19	2.23
German B1	4	0.58
German B2	4	0.62
German B3	8	1.25
German B4	6	0.92
German B21	19	2.48
German B22	11	1.63
German B25	12	1.80
German B26	11	1.66
German C34	7	1.05
German C41	2	0.33
1V Hons 2	2.00	
MA 1	1.00	
total GERMAN		**21.01**
Hindi 1	4	1.04
Hindi 11 (Applied)	9	2.91
total HINDI		**3.95**
Indonesian 1A	50	6.63
Indonesian 1B	38	5.18
Indonesian 2A	18	2.55
Indonesian 2B	18	2.72
Indonesian 3A	16	2.45
Indonesian 3B	13	2.08
Advanced Indonesian A	4	0.67
Advanced Indonesian B	3	0.50
Advanced Indonesian 1V Hons	4	3.00
total INDONESIAN		**25.78**
Italian 1	34	8.64
Italian 11	15	2.08

Italian 111	7	1.04
Litt B	1	1.00
PhD	1	1.00
total ITALIAN		**13.76**
Japanese 1	139	17.79
Japanese 2	116	15.38
Japanese 3	114	16.38
Japanese 4	94	14.42
Japanese A	101	7.79
Japanese B	91	6.08
Japanese C	86	13.04
Japanese D	74	11.52
Japanese 111	37	10.99
Japanese 1V	1	1.00
PhD	3	3.00
Non-degree	1	1.00
total JAPANESE		**118.39**
Korean 1	10	2.87
Korean 11	6	1.79
total KOREAN		**4.66**
Lao 1	0.17	
total LAO		**0.17**
Russian 1	29	7.54
Russian 11	6	1.83
Russian 111	6	1.85
Russian 2001	2	0.33
Russian 1V Hons	2	2.00
total RUSSIAN		**13.55**
Thai 1A	7	1.00
Thai 1B	6	0.85
Thai 2A	14	2.50
Thai 2B	16	2.67
Thai 3A	4	0.58
Thai 3B	7	1.04
Thai 1A summer course	12	1.62
Thai 1B summer course	10	1.42
total THAI		**11.68**
Urdu 1	1	0.08
total URDU		**0.08**
Vietnamese 1A	5	0.67
Vietnamese 1B	3	0.38

Vietnamese 2A	1	0.17
Vietnamese 2B	1	0.17
Vietnamese 3A	2	0.33
Vietnamese 3B	2	0.33
total VIETNAMESE		2.05
TOTAL ALL LANGUAGES		329.97

Bond University

Japanese, Language Centre, School of Humanities and Social Sciences
3-year sequence

Non-award Programs

Evening classes in Japanese are offered. Several languages are planned in 1991.

Future Plans

Introduction of French in 1991, Chinese (Mandarin) in 1992 and German in 1993.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
JAPL100	Elementary Japanese	10	2.50
JAPL110	Basic Japanese A	11	2.75
JAPL111	Basic Japanese B	3	0.75
JAPL210	Intermediate Japanese A	7	1.75
JAPL211	Intermediate Japanese B	4	1.00
JAPL310	Advanced Japanese A	2	0.50
JAPL311	Advanced Japanese B	2	0.50
total	**JAPANESE**		**9.75**
TOTAL	ALL LANGUAGES		9.75

Chinese, Centre for Modern Languages, School of Communication
3-year sequence

Japanese, Centre for Modern Languages, School of Communication
3-year sequence

Russian, Centre for Modern Languages, School of Communication
1 elective unit

Spanish, Centre for Modern Languages, School of Communication
3-year sequence

Special Features

The Centre for Modern Languages offers an Associate Diploma in Modern Languages.

Teacher Education

Data unavailable.

Non-award Programs

Summer Intensive Courses in Chinese, Japanese and Spanish are co-sponsored with the Centre for Continuing Education, Australian National University.

A contract course in Japanese for members of DFAT is offered at present.

Future Plans

A Unit in Japanese for Tourism will be offered in 1991.

A double-major degree with the School of Management is currently being discussed.

1990 Enrolments

UNITS OF STUDY	STUDENTS	EFTSU
Chinese 1	39	5.00
Chinese 2	23	3.00
Chinese 3	12	2.08
Chinese 4	10	1.73
Chinese 5	5	1.08
Chinese 6	6	1.30
Chinese A	9	1.17
Chinese B	6	0.70
Chinese C	4	0.69
Chinese D	4	0.69
total CHINESE		17.44
Japanese 1	88	11.47
Japanese 2	53	6.90
Japanese 3	45	7.80
Japanese 4	43	7.40
Japanese 5	10	2.10
Japanese 6	9	1.40
Japanese A	17	2.20
Japanese B	12	1.56
Japanese C	8	1.30
Japanese D	10	1.70
total JAPANESE		43.83
Spanish 1	45	5.86
Spanish 2	20	2.60
Spanish 3	30	5.20
Spanish 4	18	3.10
Spanish 5	5	1.00
Spanish 6	4	0.80
Spanish A	7	0.91
Spanish B	6	0.78
Spanish C	5	0.80
Spanish D	5	0.80
total SPANISH		21.85
TOTAL ALL LANGUAGES		83.12

Castle Hill Campus, Sydney

German,
1 semester

Strathfield Campus, Sydney

Italian,
3-year sequence, BA

Japanese,
3-year sequence, BA

Special Features

German is offered as a semester unit towards a BEd (primary).

Teacher Education

German.

Future Plans

Future plans await the establishment of the Australian Catholic University in January 1991. They may include the introduction of languages into the BEd (secondary) programs; the introduction of language-teaching methodology units into the DipEd; and the introduction of a third language (Spanish) into the BA.

1990 Enrolments

CODE	UNITS OF STUDY	EFTSU
	German Language and culture	18
total	**GERMAN**	**18**
IT101	Italian IA	5
IT102	Italian IIA	5
IT111	Italian IB	16
IT112	Italian IIB	13
total	**ITALIAN**	**39**
JA101	Japanese I	30
JA102	Japanese II	39
total	**JAPANESE**	**69**
TOTAL	ALL LANGUAGES	126

Mercy Campus, Melbourne

Italian

3-year sequence

Vietnamese

1 year

Special Features

Italian is offered within the BA (Music) degree. Introductory Units are offered within a non-award Community Language program, as well as within award courses.

Teacher Education

Italian is a major area of study in the BEd (Primary) course.

Italian and Vietnamese are alternative languages within the Graduate Diploma in Education (Multicultural).

Non-award Programs

Italian and Vietnamese are offered to members of the local community.

In 1989-90 the Institute, through Mercy Campus, offered an Upgrading Program for Teachers of Italian in country Victoria. This was funded under the A.S.L.L.P. Program; 23 teachers completed it.

Future Plans

From 1991 a number of other Asian languages will be offered as majors in the BEd (Primary) course, as part of the Asian Studies program.

Italian and Asian Languages will be offered also as part of the new BA degree from 1991.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
CLI101	Language Study 1 (Maintenance - Italian)	11	1.98
CLI102	Language Study 2 (Maintenance - Italian)	11	1.98
CLI201	Language Study 3 (Maintenance - Italian)	13	2.34
CLI202	Language Study 4 (Maintenance - Italian)	13	2.34
CLI501	Community Language (Italian)	14	2.52
total	**ITALIAN**		**11.16**
CLV501	Community Language (Vietnamese)	6	1.08
total	**VIETNAMESE**		**1.08**
SOM 101	Cohesion and Diversity	13	2.34
SOM101	Cultural Studies	6	1.08
CLC301	Classroom Implications/Applications	6	1.08
CLC501	Modern Language Method (DipEd)	13	2.34
total	**NON-LANGUAGE SPECIFIC**		**6.84**
TOTAL	**ALL LANGUAGES**		**19.08**

Japanese, School of Humanities and Social Sciences, Rockhampton Campus
3-year sequence, Hons

Distance Education

The course Unit, S2242 History of Modern Japan, will be offered in the distance education mode in 2nd semester 1992.

Teacher Education

The School of Education offers a Diploma of Teaching Method Unit in Japanese.

Non-award Programs

Continuing Education: Japanese.

Future Plans

A new BTeach will replace the current DipTeach.

A BBus/BA (Japanese) is planned to commence in 1992.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS		EFTSU
		F/T	P/T	total
52160	Japanese A (Introductory)	83	9	23.00
52161	Japanese B (Introductory)	63	3	16.50
52260	Japanese A (Intermediate)	32	2	8.50
52261	Japanese B (Intermediate)	25	3	7.00
52262	Japanese A (Advanced)	12	3	3.75
52263	Japanese B (Advanced)	10	3	3.25
52300	Research Japanese	2		1.25
52222	Soc/Ec Geog of Japan	30		7.50
54212	Cont Jap Soc/Pol	3	2	1.25
54224	P/war Aust/Jap Rel	2		1.25
52242	History of Modern Japan		36	9.00
54311	Japanese Language Honours A	1		0.25
54322	Japanese Language Honours B	1		0.25
54345	Honours Thesis	1		0.25
total	JAPANESE			83.00
TOTAL	ALL LANGUAGES			83

Charles Sturt University

Mitchell Campus

Greek (Modern), Centre for Culture and Language Studies, School of Teacher Education
2-year sequence

Indonesian, Centre for Culture and Language Studies, School of Teacher Education
2-year sequence

Murray Campus

Japanese, Division of Business and Consultancy
1 year

Special Features

Japanese is taught at the Murray Campus to students in the Tourism Management Strand of the Bachelor of Business (Management). The subjects are zero units, but are compulsory for all students taking the Tourism Management major.

Distance Education

All Units are offered internally; however, it is intended that in 1991 the Charles Sturt University (Mitchell) Japanese Unit will be offered externally.

Future Plans

Second year Indonesian will be introduced in 1991.

It is hoped that a summer school in Japanese will be conducted in January 1991. It will be established in conjunction with the New South Wales Department of School Education, Western Region.

Japanese is to be offered in 1991.

1990 Enrolments

UNITS OF STUDY	STUDENTS	EFTSU
Mitchell Campus		
Indonesian 1	17	5.75
total INDONESIAN		5.75
Mitchell Campus		
Modern Greek 2	4	1.00
Modern Greek 3	4	0.50
Modern Greek 4	3	1.00
total GREEK		2.50
TOTAL ALL LANGUAGES		8.25

Indonesian, School of Social Sciences
4-year sequence

Japanese, School of Social Sciences
4-year sequence

Special Features

The School of Social Sciences offers programs for a BA Social Studies and a BA Asian Studies where the language component can be up to 30-40%; and, together with the Business School, a 4-year double degree with a 4-year major in a language.

Distance Education

Curtin has long experience in the provision of distance education, and has some experience in the provision of Japanese and Indonesian by this mode of delivery.

Teacher Education

The Faculty of Education teaches a two-semester Method Unit in Asian languages in its DipEd. A BEd (secondary) degree is also offered.

The University is running a retraining program for teachers moving into Asian languages in primary and secondary schools.

Future Plans

The teaching of Korean and Thai to commence with summer/winter intensive classes in 1991.

Provision of DipEd (Primary) with Asian language specialisation to commence in 1992.

A modular in-service teacher training program leading to a Graduate Diploma and an MA in Applied Linguistics to commence in 1992.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
1510	Indonesian 111	30	4.190
1511	Indonesian 112	22	2.869
2959	Indonesian 211	11	1.566
2960	Indonesian 212	10	1.436
3806	Indonesian 311	12	1.598
3808	Indonesian 312	10	1.441
3807	Indonesian 321	6	0.735
3809	Indonesian 322	5	0.725
3839	Indonesian 341	2	0.277
3651	Indonesian 342	1	0.145
total	INDONESIAN		14.982
1502	Japanese 111	78	10.908
1503	Japanese 112	67	9.644
2961	Japanese 211	47	6.923
2962	Japanese 212	43	6.063
3810	Japanese 311	30	4.322
3812	Japanese 312	31	4.437
3811	Japanese 321	11	1.951
3813	Japanese 322	14	2.016
3826	Japanese 331	9	1.323
3827	Japanese 332	7	1.015
total	JAPANESE		48.602
TOTAL	ALL LANGUAGES		63.584

Deakin University

No language other than English is taught at this University.

The Flinders University of South Australia

French, French Discipline, School of Humanities
3-year sequence, Hons, MA (thesis), PhD (thesis)

Greek, Greek Discipline, School of Humanities
2-year sequence, MA (thesis), PhD (thesis)

Indonesian, Asian Studies Discipline, School of Social Sciences
3-year sequence, MA (thesis), PhD (thesis)

Italian, Italian Discipline, School of Humanities
3-year sequence, Hons, MA (thesis), PhD (thesis)

Latvian, French Discipline, School of Humanities
2 years at 2nd-year and 4th-year levels, MA (thesis), PhD (thesis)

Occitan, French Discipline, School of Humanities
option at Hons level, MA (thesis), PhD (thesis)

Romanian, French Discipline, School of Humanities
option at Hons level, MA (thesis), PhD (thesis)

Russian, coordinated by the University of Melbourne
1st year only

Spanish, Spanish Discipline, School of Humanities
3-year sequence, Hons, MA (thesis), PhD (thesis)

Special Features

The University teaches Italian (1st year only) and Spanish (1st year only) with the 'outreach' model at the University of Adelaide.

The Latvian program has been extended on a peripatetic basis to Melbourne and Sydney.

In their 1st year, medical students are required to take 1/4 of their course in another School. Many of them choose a language. French, Greek, Italian and Spanish all offer special language courses for medical students.

Teacher Education

The School of Education offers DipEd Method Units in Chinese, French, German, Indonesian, Italian, Japanese, Spanish.

Non-award Programs

Workshops are offered as continuing education programs for graduates in Spanish.

Future Plans

In 1991, 'outreach' programs at the University of Adelaide will be expanded to include 1st year Greek, 2nd year Italian, and 2nd and 3rd year Spanish. It is intended, subject to demand, to further expand teaching to make up a major sequence in all languages.

From 1991, Greek will be offered also at 3rd year and Hons levels.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
11110	French	40	13.28
11117		53	13.25
11118		30	4.98
11119		71	11.79
11199		4	1.00
11204		4	0.66
11209		1	0.12
11210		15	4.98
11219		1	0.12
11240		14	4.65
11290		9	2.99
11310		9	2.99
11350		9	2.99
11416		1	0.25
11419		1	0.25
11425		4	1.00
11449		1	0.25
11916		1	0.12
11918		1	0.13

11925		1	0.12
00111	MA thesis	1	0.50
00101	PhD thesis	1	1.00
total	**FRENCH**		**67.42**

19110	Greek	29	9.55
19120		10	3.07
19125		4	0.66
19210		18	5.89
19211		4	0.66
19212		3	0.50
19213		19	3.15
19220		1	0.33
00119	MA thesis	1	0.50
00190	PhD thesis	3	3.00
total	**GREEK**		**27.31**

37150	Indonesian	40	13.28
37151		3	0.50
37160		17	5.64
37170		3	1.00
37250		23	7.64
37360		7	2.32
37361		1	0.17
00337	MA thesis	1	0.50
total	**INDONESIAN**		**31.05**

15140	Italian	4	1.33
15151		35	5.81
15152		35	5.81
15153		40	6.64
15154		41	6.81
15198		15	3.75
15199		27	6.75
15234		7	1.16
15235		2	0.50
15251		19	3.15
15252		35	5.81
15253		16	2.66
15298		1	0.25
15320		1	0.33
15321		1	0.17
15351		7	1.16
15352		13	2.16
15353		9	1.49
15391		3	0.75
15392		6	1.50
15393		4	1.00

15428		3	0.75
15436		3	0.75
15492		3	0.75
15904		1	0.13
15905		3	0.38
15932		1	0.13
15933		2	0.25
15937		1	0.13
00115	MA thesis	1	0.50
total	**ITALIAN**		**62.76**
12110	Spanish	19	6.23
12120		91	30.21
12198		50	12.50
12199		17	4.17
12210		63	20.83
12217		2	0.33
12218		2	0.33
12219		13	2.16
12221		6	1.50
12222		11	1.83
12270		12	3.98
12310		19	6.31
12316		6	1.00
12340		1	0.33
12390		4	2.00
12402		2	0.50
12410		1	0.25
12426		3	0.75
00112	MA thesis	1	0.50
total	**SPANISH**		**95.71**
56017	Methodology: Italian	2	
56018	Methodology: French	3	
56019	Methodology: Spanish	1	
56023	Methodology: Indonesian	1	
56023	Methodology: Japanese	1	
total	**TEACHER EDUCATION**		
TOTAL	**ALL LANGUAGES**		**284.25**

Griffith University

Nathan Campus

Chinese, Division of Asian and International Studies
3-year sequence, Hons, MPhil (thesis), PhD (thesis)

Indonesian, Division of Asian and International Studies
3-year sequence, Hons, MPhil (thesis), PhD (thesis)

Italian, Division of Humanities
3-year sequence, Hons, MPhil (thesis), PhD (thesis)

Korean, Division of Asian and International Studies
1st year, continuing next year

Japanese, Division of Asian and International Studies
3-year sequence, Hons, MPhil (thesis), PhD (thesis)

Mount Gravatt Campus

French, Division of Education
2 elective units in Bachelor of Teaching

Japanese, Division of Education
2 elective units in Bachelor of Teaching

Gold Coast Campus

Japanese, Faculty of Education and the Arts
one elective unit (624 hours) as part of Education, Business and Science degrees

Special Features

The University has a distinctive interdisciplinary structure. This means that there are no specialist degrees in any of the languages taught, but students can follow a number of semester units over 3 years. A serious constraint imposed by the interdisciplinary structure is that Italian cannot start until 2nd semester of the Foundation Year.

The University offers combined degrees with the Queensland University of Technology. One of these is the BA/LLB, which combines Japanese language and Japan studies in the BA degree in the School of Modern Asian Studies of this University with law subjects of the LLB degree in the QUT's Faculty of Law.

The University offers a Graduate Diploma in Asian and International Studies.

Teacher Education

Graduate Diploma in Language Teaching (Mt Gravatt Campus): Japanese.

Graduate DipEd (end-on Secondary): 2 semester units of curriculum studies in Chinese and Japanese.

Graduate Diploma in Applied Linguistics (Second Language Teaching) available to teachers of ESOL and LOTE.

Language-related Bodies

Centre for Applied Linguistics
Centre for the Study of Australia-Asia Relations
Key Centre for Asian Languages and Studies
Language Testing Centre (Curriculum and Methodology), a division of the National Languages Institute of Australia

Future Plans

The University is committed to establishing a Chair in Contemporary Italian Studies, if sufficient external funding is made available.

Korean was introduced in 1990, a 2nd year is planned for 1991

A Graduate Diploma and an MA in European Studies are being planned.

Graduate Diploma in Education (end-on secondary), curriculum studies in modern languages to be extended to cover Chinese, Japanese, Indonesian, Italian in 1991.

Electives in the pre-service BEd and BTeach to be dedicated to the preparation of LOTE teachers.

Graduate Diploma in Education (end-on primary) to include 2x0.5 semester units in LOTE curriculum studies in 1991.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
Nathan Campus			
A1211	Chinese IIA	50	12.500
A1212	Chinese IIB	46	11.500
A1251	Chinese Economy	36	4.500
A1254	China in Transformation, 1900 to 1949	93	11.625
A1257	Trad Chinese Society	37	4.625
A1311	Chinese IIIA	25	6.250
A1312	Chinese IIIB	27	6.750
A1355	Politics and Political Culture in Contemp China	71	8.875
A2161	Chinese Language A	1	0.125
A2162	Chinese Language B	1	0.125
total	**CHINESE**		66.875
Nathan Campus			
A1103	Foundation Year - Indonesian Language	54	13.250
A1215	Indonesian IIA	21	5.250
A1216	Indonesian IIB	20	5.000
A1294	Rural Indonesia	30	3.750
A1296	Colonial S.E Asia	29	3.625
A1297	Malay World	35	4.375
A1313	Indonesian Language IIIA	14	1.750
A1314	Modern Indonesian Literature IIIA	13	1.625
A1316	Indonesian IIIB Unit 1	14	1.750
A1317	Indonesian IIIB Unit 2	14	1.750
A1391	The Indonesian Economy: Growth and Development	23	2.875
A1395	State and Politics in Modern Indonesia	45	5.625
A2163	Indonesian Language A	4	0.500
A2164	Indonesian Language B	4	0.500
total	**INDONESIAN**		51.625
Nathan Campus			
H1102	Foundation Course semester 2	71	9.200

H1103	Elementary Italian	3	0.375
H1244	Italian I	19	2.375
H1288	Italian IIA	16	2.000
H1289	Italian IIB	17	2.125
H1346	Italian III	10	1.250
H1347	Italian IV	6	0.750
H1287	Italian Institutions I	21	2.625
H1341	Italian Institutions II	6	0.750
H1344	Italian Institutions III	3	0.375
H2427	Italy and literature	1	0.225
total	**ITALIAN**		22.05

Nathan Campus

A1104	Foundation Year - Basic Japanese I	177	44.250
A1219	Basic Japanese II	106	26.500
A1221	Basic Japanese III	116	29.000
A1271	The Japanese Economic System	85	10.625
A3201	Oral Japanese A	44	11.000
A3202	Oral Japanese B	23	5.750
A1275	Politics and Foreign Policy in Contemporary Japan	87	10.875
A1277	Japanese Society and Culture	77	9.625
A1279	Modern Japanese Literature	58	7.250
A1319	Intermediate Japanese I	94	23.500
A1321	Business Japanese I	91	22.750
A1345	Advanced Communication Skills in Japanese I	29	3.625
A1346	Advanced Communication Skills in Japanese II	24	3.000
A1376	Industrial Relations in Japan	81	10.125
A2165	Japanese Language A	3	0.375
A2166	Japanese Language B	2	0.250
subtotal	**JAPANESE**		218.000

Gold Coast Campus

AJ0101	Introductory Spoken Japanese	54	5.4
AJ0102	Introductory Written Japanese	54	5.4
AJ0103	Basic Spoken Japanese	57	5.8
AJ0104	Basic Written Japanese	56	5.7
AJ0201	Intermediate Spoken Japanese	1	0.1
AJ0202	Intermediate Written Japanese	1	0.1
subtotal	**JAPANESE**		22.5

Mt Gravatt Campus

T1244	Japanese Language and Culture 1	25	3.125
T1245	Japanese Language and Culture 2	5	0.625
T5126	Secondary Curric: Asian Lang A	14	1.75

T5136	Secondary Curric: Asian Lang B	14	1.75
W5124	Applied Ling and Material Develop	20	2.5
W5125	Research in Second Lang Teach	25	3.125
subtotal	**JAPANESE**		12.875
total	**JAPANESE**		253.37
Nathan Campus			
A1105	Foundation Year - Korean Language	89	22.250
total	**KOREAN**		22.250
TOTAL	ALL LANGUAGES -		416.175

French, Dept of Modern Languages, Faculty of Arts
3-year sequence, Hons, MLitt, MA (thesis), PhD (thesis)

Indonesian, Dept of Modern Languages, Faculty of Arts
3-year sequence

Italian, Dept of Modern Languages, Faculty of Arts
3-year sequence, MLitt, MA (thesis), PhD (thesis)

Japanese, Dept of Modern Languages, Faculty of Arts
2-year sequence

Distance Education

A member of staff of the Dept of Modern Languages teaches German courses of the University of New England for credit in James Cook University degrees.

Teacher Education

The School of Education offers BEd Method Units in French, Indonesian and Italian.

Language-related Bodies

Centre for Melanesian Studies
Centre for South-East Asian Studies
Institute of Modern Languages

Non-award Programs

Institute of Modern Languages:
Arabic (elementary), **Chinese Mandarin** (elementary, intermediate), **Chinese Cantonese**

(elementary), **French** (elementary, intermediate, advanced, level 4, conversation), **German** (elementary, intermediate, advanced, level 4, conversation), **Greek** (elementary), **Indonesian** (elementary, intermediate), **Italian** (elementary, intermediate, conversation), **Japanese** (elementary, intermediate, advanced, level 4, level 5, conversation), **Russian** (elementary), **Spanish** (elementary, intermediate), **Tagalog** (elementary)

Future Plans

From 1991, Japanese will be taught also at 3rd-year level.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
FR1114	French I	50	12.2
FR2214	French II	23	6.8
FR2217	Modern French Literature	12	3.2
FR2220	French	1	0.2
FR3314	French III	5	2.3
FR3317	French Literature	4	1.7
FR4400	Memoire	2	1.4
FR4409	Theory and Practice of Translation	2	0.6
	MA (thesis)	1	0.5
total	**FRENCH**		**29.4**
IN1100	Indonesian I	27	6.0
IN2207	Indonesian IIA	7	1.2
IN2208	Indonesian IIB	8	1.3
IN3317	Indonesian IIIA	6	1.5
IN3318	Indonesian IIIB	4	1.0
total	**INDONESIAN**		**10.9**
IT1100	Italian I	45	10.9
IT2200	Italian II	7	2.2
IT5504	Minor Thesis	1	0.5
	MA (thesis)	1	0.5
	PhD (thesis)	1	1.0
total	**ITALIAN**		**14.6**
JA1100	Japanese I	133	32.5
JA2200	Japanese II	62	19.7
JA5001	Japanese for the Tourist Industry	14	3.3
total	**JAPANESE**		**55.5**
Teacher Education			
EX914	Sec School French Lang Ed	2	0.1
EX916	Sec School Indonesian Lang Ed	1	0.1
EX917	Sec School Italian Lang Ed	3	0.2
total	**TEACHER EDUCATION**		**0.4**
TOTAL	**ALL LANGUAGES**		**110.8**

La Trobe University

Bundoora

Chinese, Division of Asian Languages
3-year sequence, Hons from 1991

French, Dept of French, School of Humanities
3-year sequence, Hons, MA (thesis), PhD (thesis)
Language Centre: half unit

German, Language Centre
half unit

Greek (Modern) , Dept of Greek Studies, School of Humanities
3-year sequence, Hons, MA (thesis), PhD (thesis)

Indonesian/Malay, Division of Asian Languages
3-year sequence

Italian, Dept of Italian Studies, School of Humanities
3-year sequence, Hons, MA (thesis), PhD (thesis)
Language Centre: half unit

Japanese, Division of Asian Languages
3-year sequence

Portuguese, Dept of Spanish, School of Humanities
2-year sequence at 2nd and 3rd year levels, MA (thesis), PhD (thesis)

Spanish, Dept of Spanish, School of Humanities
3-year sequence, Hons, MA (thesis), PhD (thesis)

Bendigo College of Advanced Education

Chinese, Dept of Social Sciences, Faculty of Arts
1 year

Indonesian, Dept of Social Sciences, Faculty of Arts
3-year sequence

Special Features

At Bundoora, at the invitation of such Depts as Cinema Studies, Art History, History and Music, the Language Centre offers for credit half-unit Reading courses in French, German, Italian and Spanish.

Teacher Education

At Bundoora, the School of Education offers Method Units in Arabic, Chinese, Croatian, French, German, Greek (Modern), Indonesian, Italian, Japanese, Polish, Serbian, Spanish, Turkish and Vietnamese.

Specialist Studies in Teaching LOTE at the BEd level are offered. These studies are designed for teachers in both bilingual and non-bilingual LOTE programs.

For students with tertiary qualifications in a LOTE (either Australian or overseas) the DipEd (Primary) offers an additional method course in LOTE Language Teaching.

In 1989 and 1990, special DipEd programs were offered to train native speakers of Chinese for primary and secondary registration, in addition to the method in teaching modern languages DipEd program.

Language-related Bodies

Language Centre, Bundoora

Non-award Programs

Language Centre, Bundoora:
Arabic (levels 1), **Chinese** (levels 1,2,3), **French** (levels 1,2,3), **German** (levels 1,2,3), **Greek** (levels 1,2), **Indonesian** (level 1), **Italian** (levels 1,2,3), **Japanese** (levels 1,2,3), **Portuguese** (level 2), **Russian** (levels 1,2), **Spanish** (levels 1,2,3), **Thai** (level 2), **Vietnamese** (levels 1,2).

Future Plans

At Bundoora, a major in Indonesian/Malay will be offered from 1991.

Hons in Chinese will be introduced in 1991.

Beginning courses in Burmese and Hindi will be offered in 1991. Subject to demand,

they will be extended in subsequent years.

At Bendigo, it is planned to upgrade Chinese to a 3-year sequence during 1990 and later years.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
Bendigo			
Chinese Studies		10	2.5
subtotal	**CHINESE (Bendigo)**		**2.5**
Bundoora			
Chinese IB		26	8.386
Chinese IA		4	0.578
Chinese IIB		16	2.640
Chinese IIA		5	1.660
Chinese IIIB		3	0.996
subtotal	**CHINESE (Bundoora)**		**14.26**
total	**CHINESE**		**16.76**
Bundoora			
French IA		45	14.858
French IB		86	28.224
French IIB		17	5.644
French IIAL		29	4.814
French IIFL		14	2.324
French IICS		9	1.494
French IICLU		7	1.162
French IIIB		6	1.992
French IIIAL		12	2.074
French IIIFL		6	0.996
French IIICS		8	1.411
French IIICLU		5	0.830
French IIFF		12	1.992
French IINF		4	0.664
French IIIFF		10	1.825
French IIINF		5	0.830
French IIIFR		1	0.166
French PhD		1	1.000
French reading course, Language Centre		9	1.485
total	**FRENCH**		**73.785**

Bundoora		
German reading course, Language Centre	9	1.485
total GERMAN		**1.485**
Bundoora		
Modern Greek IB	8	2.656
Modern Greek IRM	16	5.066
Modern Greek IA	60	9.666
Modern Greek ILA	57	9.210
Modern Greek IIA	37	6.142
Modern Greek IILA	3	0.498
Modern Greek IIGA	8	2.656
Modern Greek IIILA	1	0.166
Modern Greek IIIRS-1	2	0.332
Modern Greek IIIRS-2	1	0.166
Modern Greek IIIGA	8	2.656
Modern Greek IIIHL	10	1.660
Modern Greek IV	3	3.000
Modern Greek IILB	32	5.312
Modern Greek IIIRD	6	0.996
Modern Greek IIITRB	14	2.324
Modern Greek IIITC	7	2.324
Modern Greek IIILB	2	0.332
Modern Greek IIILC	36	5.974
Modern Greek IIIA	39	6.472
Modern Greek IIIP	1	0.166
Modern Greek IIILD	2	0.332
Modern Greek MA	2	1.500
total GREEK		**69.606**
Bendigo		
Indonesian Studies	17	4.25
Indonesian A	10	1.25
Indonesian B	9	1.125
Indonesian C	6	0.75
Indonesian D	6	0.75
Indonesian E	1	0.125
Indonesian F	1	0.125
subtotal INDONESIAN (Bendigo)		**8.375**
Bundoora		
Indonesian/Malay IB	26	8.416
Indonesian/Malay IA	11	3.466
Indonesian/Malay IIB	19	6.270
subtotal INDONESIAN/MALAY (Bundoora)		**18.152**
total INDONESIAN/MALAY		**26.527**

Bundoora

Italian IA	49	16.104
Italian IB	70	23.076
Italian IC	33	10.956
Italian IIER	21	6.972
Italian IIB	25	8.300
Italian IIR	8	2.656
Italian IIC	14	4.648
Italian IIIA	8	2.656
Italian IIIB	1	0.664
Italian IIIMN	6	0.995
Italian IIIC	3	0.996
Italian IIICS	1	0.166
Italian IIIFI	5	0.830
Italian IIIW	3	0.498
Italian IV	4	3.500
Italian PhD	1	0.5
Italian reading course, Language Centre	9	1.485
total ITALIAN		**85.002**

Bundoora

Japanese IB	157	49.992
Japanese IA	10	3.320
Japanese IIA	6	1.992
Japanese IIB	42	13.862
Japanese IIIB	1	0.332
total JAPANESE		**69.498**

Bundoora

Portuguese IIP	3	0.996
Portuguese IIIP	5	1.660
total PORTUGUESE		2.656

Bundoora

Spanish IA	26	8.550
Spanish IB	127	42.082
Spanish IIA	16	5.230
Spanish IIB	42	14.940
Spanish IILA	2	0.332
Spanish IIICW	2	0.332
Spanish IIIB	23	7.470
Spanish IIIML	3	0.498
Spanish IILI	5	0.830
Spanish IIILI	1	0.166
Spanish IIILAA	6	0.996
Spanish IIILAB	6	0.996
total SPANISH		**82.422**

Bundoora: DipEd (Primary), LOTE Method Units

Chinese	3	0.51
German	2	0.34
Italian	1	0.17
Japanese	1	0.17
Macedonian	1	0.17
subtotal		1.36

Bundoora: DipEd (Secondary), LOTE Method Units

French	3	0.51
German	1	0.17
Greek (Modern)	11	1.87
Indonesian	1	0.17
Italian 7	1.19	
Japanese 2	0.34	
Macedonian	2	0.34
Vietnamese	1	0.17
subtotal		4.76

Bundoora: BEd (Teaching LOTE)

Italian	5	1.70
Vietnamese	1	0.34
Chinese 1	0.34	
Greek (Modern)	1	0.34
Macedonian	1	0.34
subtotal		3.06

total	TEACHER EDUCATION	9.18
SUBTOTAL	ALL LANGUAGES (BENDIGO)	10.875
SUBTOTAL	ALL LANGUAGES (BUNDOORA)	426.046
TOTAL	ALL LANGUAGES	436.921

Macquarie University

Chinese, School of Modern Languages
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

Croatian, School of Modern Languages
3-year sequence, MA (thesis), PhD (thesis)

French, School of Modern Languages
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

German, School of Modern Languages
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

Greek (Modern), School of Modern Languages
2-year sequence

Italian, School of Modern Languages
2-year sequence

Japanese, School of Modern Languages
3-year sequence, Hons

Macedonian, School of Modern Languages
3-year sequence, MA (thesis), PhD (thesis)

Polish, School of Modern Languages
3-year sequence, MA (thesis), PhD (thesis)

Russian, School of Modern Languages
3-year sequence, MA (thesis), PhD (thesis)

Serbian, School of Modern Languages
3-year sequence, MA (thesis), PhD (thesis)

Slovenian, School of Modern Languages
3-year sequence, MA (thesis), PhD (thesis)

Ukrainian, School of Modern Languages
3-year sequence, MA (thesis), PhD (thesis)

Distance Education

Units are available externally in Croatian, Polish, Serbian, Macedonian and Ukrainian to 3rd year level. This provides a major sequence in Slavonic Studies with specialisation in any of these languages.

Teacher Education

School of Education: non-language specific Method Units are offered for students of Chinese, French and German.

Language-related Bodies

National Centre for English Language Teaching and Research

Non-award Programs

Available in all undergraduate units. Extensive use of summer schools in LOTEs.

Future Plans

An Hons year in Japanese Studies is to be offered for the first time in 1991. Also in 1991 a new program which combines the study of Japanese language and culture with the study of Japanese economics will be introduced upon the establishment of the Centre for Japanese Economic Studies.

An undergraduate program in contemporary European Studies will be offered in 1992.

The teaching of Thai will commence in 1991 in collaboration with the University of Sydney. A 3-year sequence is offered.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
CHN 102	Chinese Tradit	30	4.0
CHN 103	Contemporary China	15	2.0
CHN 104	Intro Chinese I	31	4.1
CHN 105	Intro Chinese II	23	3.0
CHN 106	Intro Chin Rdng Crs	26	4.6
CHN 107	Intro Chin Bg Speak	29	3.8
CHN 201	Interm Chinese Read	28	2.5
CHN 202	Intro Lit Chinese	28	2.5
CHN 203	Chin Lit Trans I	14	1.2
CHN 210	Intermediate Chinese	30	7.9
CHN 310	Modern Chinese Lit	10	1.8
CHN 311	Premod Chin Vern Lit	8	1.4
CHN 322	Chinese News Analys	12	1.6
CHN 323	Chinese Econ Docs	10	1.3
CHN 324	Adv Chinese Con+Comp	12	3.2
CHN	MA		12.6
CHN	PhD		2.7
total	**CHINESE**		**43.9**
CRO 102	Elementary Croatian	20	5.3
CRO 106	Pre-20th Ct Croat Lit	10	0.9
CRO 107	20th Cent Croat Lit	13	1.1
CRO 110	Croatian Reading	6	0.5
CRO 120	Croatian Language I	16	2.8
CRO 200	Croatian Language II	7	1.2
CRO 201	Croatian Lit II	3	0.5
CRO 300	Croatian Language III	6	1.6
CRO 301	Croatian Drama and Theatre	7	1.2
	MA	1	0.67
total	**CROATIAN**		**15.8**
FRN 103	Modern France	40	3.5
FRN 104	Culture of France	33	2.9
FRN 106	Basic Spoken French	49	4.3
FRN 106	Basic Spoken French	50	4.4
FRN 108	French Reading	25	2.2
FRN 122	Intro French I	76	10.1
FRN 123	Intro French II	42	5.6
FRN 144	French Language I	58	15.4
FRN 145	French Literature I	37	3.3
FRN 220	French Language II	37	9.8
FRN 245	French Literature II	36	3.2
FRN 304	Oral French II	12	1.1
FRN 330	French Language III	15	4.0
FRN 338	Pre 16th Ct French L+L II	3	0.4

FRN 345	French Literature III	17	2.3
FRN 353	Existentialism	13	1.7
FRN 371	Grammar Spoken French	21	2.8
	MA	2	1.3
	PhD	2	1.7
total	**FRENCH**		**77.6**
GMN 101	German Literature I	16	1.4
GMN 104	Introductory German	41	5.4
GMN 105	Intro German II	30	4.0
GMN 121	Intro German III	21	1.9
GMN 130	Basic Spoken German	31	2.7
GMN 180	German Language I	35	9.3
GMN 209	Modern Germany	20	1.8
GMN 210	German Reading Course	6	0.5
GMN 212	Brecht	9	0.8
GMN 222	German Literature II	9	0.8
GMN 280	German Language II	15	4.0
GMN 303	German Expression	3	0.3
GMN 304	Recent German Cinema	7	0.6
GMN 309	Grm Liter Readings	4	0.4
GMN 380	German Language III	8	2.1
GMN 381	German Lit III	8	1.4
	MA	5	4.1
	PhD	2	1.2
total	**GERMAN**		**38.7**
MGK 100	Modern Greek I	32	8.5
MGK 101	Modern Greek LANG I	11	1.5
MGK 102	Modern Greek LANG II	13	1.7
MGK 120	Modern Greek Hist + Culture	46	4.1
MGK 200	Modern Greek II	9	1.6
MGK 201	Modern Greek Or + Wrt Ex	15	1.3
MGK 202	Modern Greek Translation	8	0.7
total	**GREEK**		19.3
ITL 102	Intro Italian I	35	4.6
ITL 103	Intro Italian II	16	2.1
ITL 200	Intermediate Italian	28	7.4
total	**ITALIAN**		15.7
JPN 101	Intro Japanese Reading Course	65	5.7
JPN 110	Introductory Japanese I	109	14.4
JPN 111	Introductory Japanese II	99	13.1
JPN 120	Change + Trans: Japan	47	4.1
JPN 200	Intermediate Japanese	69	18.3
JPN 201	Interm Japanese Rdng Crs	29	2.6
JPN 210	Spoken Japanese	46	8.1

JPN 300	Advanced Japanese	28	7.4
JPN 301	Adv Spoken Japanese	19	2.5
JPN 320	Jap Mass-media Workshop	15	2.0
total	**JAPANESE**		**79.5**
MCD 102	Macedonian - Intro	7	1.9
MCD 106	Macedonian Lit IA	6	0.5
MCD 107	Macedonian Lit IB	5	0.4
MCD 110	Macedonian Reading Course	4	0.4
MCD 120	Macedonian Lang I	9	1.6
MCD 201	Macedonian Lang II	6	1.1
MCD 202	Macedonian Lit II	7	1.2
MCD 301	Macedonian Lang III	3	0.8
	MA	1	1.0
total	**MACEDONIAN**		**7.9**
PLH 102	Intro to Polish	21	5.6
PLH 104	Solidarity & C. Pol	10	1.3
PLH 108	Intermediate Polish	6	1.6
PLH 110	Polish Reading Course	14	1.2
PLH 111	Poland in 2oth Ct	6	0.8
PLH 202	Polish 20th Ct Lit	2	0.4
PLH 203	Advanced Polish	8	2.1
PLH 300	Polish Lang III	2	0.5
PLH 301	Polish 19th Ct Lit	5	0.9
	MA	2	2.0
total	**POLISH**		**13.6**
RSN 100	Introductory Russian	49	13.0
RSN 110	Russian Reading Course	10	0.9
RSN 200	Russian Language II	8	1.4
	MA	1	0.67
total	**RUSSIAN**		**14.6**
SRB 102	Intro to Serbian	11	2.9
SRB 105	Serbia 1803-1918	4	0.7
SRB 106	Serbian Lit IA	4	0.4
SRB 107	Serbian Lit IB	2	0.2
SRB 110	Serbian Reading Course	5	0.4
SRB 120	Serbian Language I	5	0.9
SRB 200	Serbian Language II	3	0.5
SRB 201	Serbian Literature II	1	0.2
SRB 301	Contemporary Serbian Lit	9	1.6
	MA	1	1.0
total	SERBIAN		**7.7**
SLN 102	Intro to Slovenian Lang	4	1.1
SLN 106	Slovenian Literature	3	0.3

SLN 107	Slovenian Culture	3	0.3
SLN 110	Slovenian Reading Course	1	0.1
SLN 120	Slovenian Language I	4	0.7
SLN 203	Slovenian Language II	1	0.2
SLN 206	Slovenian Literature II	1	0.2
total	**SLOVENIAN**		**2.7**
UKR 102	Intro to Ukrainian	17	4.5
UKR 106	Ukrainian Literature IA	7	0.6
UKR 110	Ukrainian Reading Course	6	0.5
UKR 120	Ukrainian I	14	2.5
UKR 200	Ukrainian Lang II	5	0.9
UKR 201	Ukrainian Literature II	1	0.2
UKR 202	Ukrainian Civilisation II	4	0.5
UKR 204	Ukrainian20th Ct Ukraine	8	1.4
	MA	1	0.67
total	**UKRAINIAN**		**10.9**
SLS 200	Slav Hist Linguistic	8	0.7
SLS 201	Slav Comp Linguistic	6	0.5
SLS 202	Int Trans Interp SLS	8	1.4
SLS 211	Soviet + E Europn Socs	13	2.3
SLS 304	Soviet Writers	14	2.5
	MA/PhD	2	2.0
total	**Interdisciplinary Slavonic**		**9.4**
Non-language specific Method Units (may be Chinese, French, German)			2.1
total	**TEACHER EDUCATION**		**2.1**
TOTAL	**ALL LANGUAGES**		**357.3**

Arabic, Dept of Asian Languages and Anthropology, Faculty of Arts
3-year sequence, Hons, BLitt, MA (thesis), PhD (thesis)
(Future program under review)

Chinese, Dept of Asian Languages and Anthropology, Faculty of Arts
3-year sequence, Hons, BLitt, MA (thesis), PhD (thesis)

Chinese, Division of Language and Literature, Institute of Education
3-year sequence, BEd

Dutch, Dept of Germanic Studies and Russian, Faculty of Arts
3-year sequence, MA Prelim, MA (thesis), PhD (thesis)

French, Dept of French and Italian, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of Germanic Studies and Russian, Faculty of Arts
3-year sequence, Hons, MA (thesis and coursework), PhD (thesis)

Greek (Modern), Dept of Classical and Near Eastern Studies, Faculty of Arts
3-year sequence, Combined Hons, MA (thesis), PhD (thesis)

Hebrew (Modern), Dept of Classical and Near Eastern Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Hindi, Dept of Asian Languages and Anthropology, Faculty of Arts
not available after 1992

Indonesian, Dept of Asian Languages and Anthropology, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Indonesian, Division of Language and Literature, Institute of Education
3-year sequence, BEd

Italian, Dept of French and Italian, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Italian, Division of Language and Literature, Institute of Education
3-year sequence

Japanese, Dept of Asian Languages and Anthropology, Faculty of Arts
3-year sequence, Hons, BLitt, MA (thesis), PhD (thesis)

Japanese, Division of Language and Literature, Institute of Education
3-year sequence, BEd

Russian, Dept of Germanic Studies and Russian, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Swedish, Dept of Germanic Studies and Russian, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Special Features

To enter the Faculty of Arts it is necessary to have either Mathematics or a language. This requisite will disappear in 1993, but will be replaced by a bonus given to students who have a language.

A Graduate Diploma in Russian is available from 1990 for graduates without previous knowledge, or with insufficient knowledge, of the Russian language.

An intensive (5 hours/day, 5 days/week for 6 weeks) beginners course in Russian will be conducted over the summer period in 1991 by the Centre for Soviet and East European Studies in conjunction with the Dept of Germanic Studies and Russian, and the Horwood Language Centre.

A BA in Soviet Studies is offered.

Graduate Diplomas are available in Chinese, Indonesian and Japanese.

An Indonesian Hons program at Monash is available to students of this University.

At the Institute of Education, Italian is offered as a Community Language.

Spanish is taught on campus on a complementary course basis by arrangement with La Trobe University.

Teacher Education

The Institute of Education offers BEd(Primary), BEd(Secondary) and DipEd programs.

In the BEd (Primary) program there is a major study in Community Language: Italian, and related school studies subjects.

In the BEd (Primary) and BEd (Secondary) major studies are offered in Chinese, Indonesian and Japanese. There is also a subject Italian A offered at 1st-year level.

In the DipEd program Method Units are offered in Arabic, Chinese, French, German, Hebrew, Indonesian, Italian, Japanese, Modern Greek, Russian, Spanish, Turkish and Vietnamese. Non-native speakers of Chinese, Indonesian and Japanese in LOTE Method Asian Languages classes receive an additional one and a half hours of language instruction each week.

Language-related Bodies

Asian Business Centre
Asian Languages in Teacher Education Program, Institute of Education
Asian Law Centre
Centre for Soviet and East European Studies
Language Testing and Evaluation Centre, a division of the National Languages Institute of Australia
Horwood Language Centre

Non-award Programs

Horwood Language Centre:
Summer School, 1990 - Intensive: **Japanese** (beginners) - Semi-intensive: **Chinese** (beginners), **French** (beginners), **German** (beginners), **Italian** (beginners), **Japanese** (beginners), **Spanish** (beginners).
Evening: **French** (beginners), **German** (beginners), **Italian** (beginners).
Intensive beginners courses are available in Chinese (Mandarin) and Japanese at the Horwood Language Centre over the summer period.

In 1991, intensive summer courses in Chinese, Indonesian and Japanese for teachers will be conducted by the Horwood Language Centre in conjunction with the Institute of Education.

In 1991 an intensive (4 hours/day, 6 days/week for 2 and a half weeks) advanced language course for teachers will be conducted by the Institute of Education staff in conjunction with the Horwood Language Centre.

Summer courses in Dutch and Swedish are run in the Dept of Germanic Studies and Russian.

An intensive Russian language course for beginners is available as a non-award program.

Semester-long courses in Irish Language and Culture are hosted by the Dept of French and Italian.

Future Plans

An MA in Soviet Studies will be introduced in 1991.

Hindi will be discontinued at the end of 1991.

The Ballarat University College, an affiliated College of this University, is making a concerted effort in 1990 to develop teaching in languages other than English. Particular emphasis is given to Asian languages and the inclusion of LOTEs in courses for the preparation of primary and secondary teaching.

In 1991 a compulsory subject, Asia: the Cross Cultural Perspective, will be introduced at the Institute of Education for students undertaking major studies in Asian Languages.

In 1991 a new subject in Contemporary Chinese Education (Chinese Medium) will be introduced in the Post-Graduate Diploma in Education Studies.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
156-131	Beginners' Arabic	12	3.00
156-232	Intermediate Arabic	8	2.66
156-333	Advanced Arabic level 1	7	3.50
156-434	Advanced Arabic level 2	2	1.00
total	**ARABIC**		**10.16**
156-161	Standard Chinese	16	4.00
156-113	Advanced Chinese level 1	27	6.70
156-213	Advanced Chinese level 1	16	5.32
156-313	Advanced Chinese level 1	30	14.83
156-214	Advanced Chinese level 2	6	1.99
156-314	Advanced Chinese level 2	3	1.50
156-414	Advanced Chinese level 2	8	3.83
156-315	Advanced Chinese level 3	2	1.00
156-415	Advanced Chinese level 3	6	3.00
total	**CHINESE**		**42.17**
126-111	Dutch Part 1	7	1.75
126-211	Dutch Part 2	10	3.33
126-214	Dutch Part 2C	3	0.99
126-311	Dutch Part 3	2	1.00
total	**DUTCH**		**7.07**
116-101	French Part 1	83	20.49
116-102	French Part 1A	41	10.09

116-201	French Part 2	63	20.36
116-202	French Part 2A	14	4.66
116-204	French Part 2B	3	0.99
116-205	French Part 2S	2	0.66
116-206	French Part 2C	7	2.33
116-301	French Part 3	26	13.00
116-302	French Part 3A	6	3.00
116-305	French Part 3S	6	3.00
116-461	French Part 4	2	1.00
116-465	French Part 4S	2	1.00
116-601	MA School of French lang and lit (coursework)	2	1.50
116-701	PhD Dept of French	2	1.50
total	**FRENCH**		**83.58**
126-101	German Part 1	66	16.24
126-102	German Part 1A	63	15.64
126-201	German Part 2	46	15.13
126-202	German Part 2A	29	9.56
126-301	German Part 3 pass	10	4.85
126-361	German Part 3 pure Hons	4	4.00
126-362	German Part 3 combined Hons	13	6.35
126-363	German Part 3 pure Hons A	2	1.00
126-364	German Part 3 pure Hons B	1	0.50
126-461	German Part 4 pure Hons	4	4.00
126-462	German Part 4 combined Hons	3	1.50
126-464	German Part 4 pure Hons B	1	0.50
total	**GERMAN**		**79.27**
104-175	Beginners' Modern Greek A	5	0.62
104-275	Beginners' Modern Greek A	4	0.66
104-176	Beginners' Modern Greek B	6	0.75
104-276	Beginners' Modern Greek B	2	0.33
104-179	Advanced Modern Greek A	14	2.33
104-379	Advanced Modern Greek A	2	0.33
104-180	Advanced Modern Greek B	16	2.67
104-280	Advanced Modern Greek B	22	3.67
104-281	Advanced Modern Greek C	6	1.00
104-381	Advanced Modern Greek C	17	2.83
total	**GREEK**		**15.19**
104-151	Beginners' Hebrew A	6	0.75
104-251	Beginners' Hebrew A	2	0.33
104-351	Beginners' Hebrew A	2	0.33
104-152	Beginners' Hebrew B	3	0.37
104-252	Beginners' Hebrew B	4	0.66
104-352	Beginners' Hebrew B	1	0.16
104-155	Intermediate Hebrew C	4	0.50

104-255	Intermediate Hebrew C	9	1.83
104-355	Intermediate Hebrew C	2	0.33
104-455	Intermediate Hebrew C	4	0.40
104-156	Intermediate Hebrew D	5	0.62
104-256	Intermediate Hebrew D	7	1.16
total	**HEBREW**		**7.44**
156-151	Beginners' Hindi	7	1.75
156-252	Intermediate Hindi	2	0.66
156-353	Advanced Hindi	6	3.00
total	**HINDI**		**5.41**
156-141	Beginners' Indonesian	18	4.50
156-142	Intermediate Indonesian	9	2.25
156-242	Intermediate Indonesian	2	0.50
156-243	Advanced Indonesian level 1	5	1.66
156-343	Advanced Indonesian level 1	5	2.50
total	**INDONESIAN**		**11.41**
149-101	Italian Part 1	19	4.75
149-102	Italian Part 1A	53	13.04
149-201	Italian Part 2	26	8.56
149-202	Italian Part 2A	17	5.52
149-203	Italian Part 2Z	5	1.66
149-302	Italian Part 3 Pass	5	2.50
149-361	Italian Part 3 Hons	6	3.00
149-362	Italian Part 3B	3	1.50
149-461	Italian Part 4 Hons	4	2.00
149-462	Italian Part 4B Hons	3	1.50
149-601	MA School of Italian literature and culture	2	1.50
149-701	PhD Dept of Italian	3	2.00
total	**ITALIAN**		**47.53**
156-121	Beginners' Japanese	111	27.75
156-122	Intermediate Japanese	21	5.20
156-222	Intermediate Japanese	45	14.98
156-223	Advanced Japanese level 1	25	8.32
156-323	Advanced Japanese level 1	12	6.00
total	**JAPANESE**		**62.25**
176-109	Intensive Beginners' Russian	2	0.50
176-209	Intensive Beginners' Russian	1	0.16
176-309	Intensive Beginners' Russian	8	2.00
176-101	Beginners' Russian	24	6.00
176-102	Intermediate Russian	12	3.00
176-202	Intermediate Russian	10	3.33
176-302	Intermediate Russian	6	1.50

176-208	Advanced Russian level 1	2	0.66
176-308	Advanced Russian level 1	5	2.50
176-408	Advanced Russian level 1	1	0.33
176-310	Advanced Russian level 2A	2	1.00
176-303	Advanced Russian level 2B	1	0.50
176-307	Advanced Russian level C	1	0.25
176-461	Russian 4 pure Hons	1	1.00
176-462	Russian 4 combined Hons	1	0.50
176-601	MA School of Russian	2	1.00
176-701	PhD School of Russian	3	2.50
total	**RUSSIAN**		**26.73**
126-121	Swedish Part 1	13	3.25
126-221	Swedish Part 2	7	2.28
126-223	Swedish Part 2C	1	0.33
126-321	Swedish Part 3	9	4.50
total	**SWEDISH**		**10.36**
126-601	MA School of Germanic Studies	2	1.00
126-602	MA School of Germanic Studies (coursework)	7	6.50
126-701	PhD Dept of Germanic Studies	2	1.00
total	**may include Dutch, German or Swedish**		**8.50**
104-601	MA School of Classical and Near Eastern St	13	9.50
104-701	PhD Dept of Classical and Near Eastern St	17	14.00
total	**a language not mandatory**		**23.50**
104-604	MA School of Middle Eastern Studies	3	2.50
total	**a language not mandatory**		**2.50**
156-601	MA School of East Asian Studies	3	1.50
total	**a language not mandatory**		**1.50**
156-701	PhD Dept Asian lang and Anthrop	11	9.50
total	**a language not mandatory**		**9.50**

Institute of Education

481-159	Asian Lang and Lit: Modern Standard Chinese A	6	1.50
481-183	Asian Lang and Lit: Japanese A	10	2.50
481-275	Asian Lang and Lit:		

	Modern Standard Chinese B	2	0.80
481-276	Asian Lang and Lit: Japanese B	4	1.60
481-X	Asian Lang and Lit: Modern Standard Chinese C	2	0.80
subtotal	TEACHER EDUCATION: ASIAN LANGUAGES		7.20
Institute of Education			
481-109	Community Language A: Italian	16	4.8
481-205	Community Language B: Italian	22	8.8
481-310	Community Language C1: Italian	17	2.3
481-311	Community Language C2: Italian	18	2.4
481-312	Community Language C3: Italian	1	0.1
481-158	Italian	21	6.3
subtotal	TEACHER EDUCATION: ITALIAN	2	4.7
Institute of Education			
472857	Arabic	1	0.1
472863	Chinese	12	1.2
472869	French	9	0.9
472871	German	8	0.8
472872	Greek (Modern)	29	2.9
472874	Hebrew	1	0.1
472876	Indonesian	3	0.3
472877	Italian	10	1.0
472878	Japanese	9	0.9
472883	Russian	2	0.2
472884	Spanish	3	0.3
472838	Turkish	1	0.1
472859	Vietnamese	2	0.2
subtotal	TEACHER EDUCATION: DipEd		9.0
total	TEACHER EDUCATION		40.9
TOTAL	ALL LANGUAGES		494.97

Monash University

Clayton Campus

Chinese, Dept of Asian Languages and Studies, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Czech, Dept of German and Slavic Studies, Faculty of Arts
1-semester elective in the Slavic Studies program

French, Dept of Romance Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of German and Slavic Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Greek (Modern), Dept of Classical Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Indonesian-Malay, Dept of Asian Languages and Studies, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Italian, Dept of Romance Languages, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Japanese, Dept of Japanese Studies, Faculty of Arts
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

Javanese, Dept of Asian Languages and Studies, Faculty of Arts
elective unit for Hons and postgraduate students

Korean, Dept of Asian Languages and Studies, Faculty of Arts
minor sequence

Lithuanian, Dept of German and Slavic Studies, Faculty of Arts
comparative unit

Polish, Dept of German and Slavic Studies, Faculty of Arts
2-year sequence

Russian, Dept of German and Slavic Studies, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Serbo-Croatian, Dept of German and Slavic Studies, Faculty of Arts
2-year sequence, MA (thesis), PhD (thesis)

Spanish, Dept of Romance Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Sundanese, Dept of Asian Languages and Studies, Faculty of Arts
elective unit for Hons and postgraduate students

Thai, Dept of Asian Languages and Studies, Faculty of Arts
3-year sequence

Ukrainian, Dept of German and Slavic Studies, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Caulfield Campus

Chinese, Faculty of Business
2-year sequence

Japanese, Faculty of Business
2-year sequence

Frankston Campus

German
3-year sequence, DipTeach

Special Features, Clayton

Currently, students gain a bonus to their year twelve scores of 10 points for a language subject for the purpose of entry into the Faculty of Arts. It has been decided to continue this policy even after the introduction of the new Victorian Certificate of Education program at the senior secondary level.

In Modern Greek, the Fourth Year Hons Special Topics are available from the University of Melbourne.

An undergraduate program in European Studies is offered through the Centre for European Studies.

The MA by coursework offered by the Dept of Japanese Studies is available in two streams: MA in Japanese Business Communication, and MA in Applied Japanese Linguistics. The Dept also offers Graduate Diplomas. The following are available: Diploma in Japanese Studies, Diploma in Japanese Business Communication, and Diploma in Applied Japanese Linguistics.

A combined degree, Bachelor of Arts/Bachelor of Engineering, has been offered for the first time in 1990. The languages concerned so far are French, German, Japanese and Spanish.

Teacher Education

At Clayton, Method Units are offered in Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish.

At Frankston a DipTeach (German) is offered.

Language-related Bodies, Clayton

Centre for Bibliographical and Textual Studies
Centre for Community Languages in the Professions
Centre for European Studies
Centre for General and Comparative Literature
Centre for Migrant and Intercultural Studies
Centre for South-east Asian Studies
Institute of Contemporary Asian Studies
Language and Society Centre, a division of the National Languages Institute of Australia
National Languages Institute of Australia
Japanese Studies Centre
Language Centre

Non-award Programs, Clayton

National Centre for Community languages in the Professions:
German for law and business (2 intensive weekends in Jan and Feb, or an evening course in semester 1, or an undergraduate day course in semester 2); **Spanish** for social workers; **Chinese** for medical practitioners; **Italian** for medical practitioners.

Future Plans, Clayton

In December 1990 the University of Gadjah Mada in Yogyakarta, Indonesia, in collaboration with this University, will offer intensive courses in Indonesian language and Indonesian studies for which credit may be obtained toward Australian tertiary qualifications.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
Clayton			
CH101	Chinese 1A	44	6.07
CH103	Chinese 1B	36	4.50
CH121	Chinese 1C	36	4.50
CH123	Chinese 1D	30	3.75
CHS107	Twelve Doors to China	14	1.75
CHS109	Australia and China	12	1.50
CH221	Chinese 2A	19	3.08
CH223	Chinese 2B	17	2.79
CH231	Chinese 2C	13	2.08
CH233	Chinese 2D	13	2.08

CH331	Chinese 3A	3	0.75
CH333	Chinese 3B	3	0.75
CH341	Chinese 3C	14	3.50
CH343	Chinese 3D	13	3.25
CH433	Chinese IIIB	1	0.13
CH421	Chinese IIA	1	0.08
CH423	Chinese IIB	1	0.08
subtotal	**CHINESE (Clayton)**		**40.35**
Caulfield			
Business Chinese 1 & 2		30	7.50
Business Chinese 3 & 4		16	4.00
subtotal	**CHINESE (Caulfield)**		**11.50**
total CHINESE		5	**2.14**
Clayton			
SL373	Czech language and linguistics	2	0.25
total	**CZECH**		**0.25**
Clayton			
FR101	Introductory French I	68	8.50
FR102	Introductory French II	65	8.13
FR107	French I	111	13.87
FR108	French II	109	13.63
FR208	Intermediate French II	25	4.13
FR210	French IV	42	2.00
FR248	Intro to French Narrative Fiction II	24	2.00
FR295	Business French	9	1.50
FR207	Intermediate French I	26	4.29
FR209	French III	43	3.56
FR219	Individual Option	2	0.25
FR225	French Cinema	23	3.79
FR247	Intro to French Narrative Fiction I	20	1.67
FR310	Advanced French II	3	0.25
FR312	French IV	23	1.92
FR323	Individual Option	8	1.33
FR309	Advanced French I	4	0.33
FR311	French V	23	1.92
FR315	Critical Practice	7	1.17
FR325	French Cinema	3	0.50
FR347	Intro to French Narrative Fiction I	2	0.17
FR348	Intro to French Narrative Fiction II	2	0.17
FR361	17th C French Theatre	7	1.17
FR389	The Making of Modern Paris	6	1.50
FR391	The 20th C	14	2.33
FR397	Business French	7	1.17
	Honours		4.41
FR414	French VII	1	0.25

FR416	Critical Practice	1	0.25
FR420	Dissertation	1	0.25
FR490	The Making of Modern Paris	2	0.50
FR496	Special Reading Course	1	0.25
FR104	Business French	1	0.13
FR500	Introduction to Reference	1	0.08
FR505	Bibliography	1	0.25
FR508	Zola and European Naturalism	1	0.21
FR520	Structuralism and Semiotics	1	0.50
FR	MA Research Component only	3	2.40
FR	PhD	12	3.83
total	**FRENCH**		**94.56**
Clayton			
GN103	Introductory German I	83	10.23
GN104	Introductory German II	67	8.37
GN107	Language and literature I	60	7.49
GN108	Language and literature II	59	7.38
GN211	Language core I	24	2.15
GN212	Language core II	24	1.98
GN227	Language core and German linguistics I	23	1.91
GN228	Language core and German linguistics II	23	1.91
GN229	Culture core: Germany 1900-1945	20	1.67
GN230	Culture core: Germany 1945-1990	19	1.58
GN231	Culture core: Modern German lit and soc I	22	1.83
GN232	Culture core: Modern German lit and soc II	22	1.83
GN243	Second language acquisition and attrition	1	0.06
GN277	German for special purposes	1	0.17
GN301	Language core I	20	1.67
GN302	Language core II	20	1.67
GN311	Language core I	6	0.50
GN312	Language core II	6	0.50
GN331	Culture core: Modern German lit and soc I	24	2.00
GN332	Culture core: Modern German lit and soc II	24	2.00
GN343	Second language acquisition and attrition	6	0.33
GN341	The contemporary novel	4	0.67
GN353	Medieval German lang and historical linguistics	7	1.17
GN375	Women and German writing	5	0.83
GN377	German for special purposes	6	1.00
	Honours	16	2.93
GN103	Introductory German	3	0.37
GNM507	German Literature 1880-1933	1	0.25
	MA - Research Component only	4	3.14
	PhD	6	2.46
subtotal	**GERMAN (Clayton)**		**70.05**

Frankston			
	German	26	5.00
subtotal	**GERMAN (Frankston)**		**5.00**
total	**GERMAN**		**75.05**
Clayton			
MG107	Modern Greek: Language and culture	35	8.75
MG221	Language and literature	22	7.33
MG323	Language and literature	18	6.00
MG371	Greek-Australian literature	18	3.00
MG377	Greeks in Australia	3	0.50
total	**GREEK**		**25.58**
Clayton			
IM101	Indonesian I Part A	21	2.63
IM101	Indonesian I Summer School	6	1.33
IM102	Indonesian I Part A	20	2.50
IM107	Indonesian-Malay Part 1	21	2.62
IM108	Indonesian-Malay Part 2	21	2.62
IM109	Introduction to Contemporary Indonesian Part 1	12	1.63
IM110	Introduction to Contemporary Indonesian Part 2	11	1.38
IM113	Advanced Indonesian I Part A	2	0.25
IM133	Advanced Indonesian I Part B	2	0.25
IM211	Indonesian II Part A	11	0.87
IM213	Indonesian-Malay II Part A	16	1.31
IM217	Indonesian Culture I	25	2.08
IM233	Advanced Indonesian I Part A	1	0.06
IM225	Advanced Indonesian II Part B	1	0.06
IM231	Indonesian II Part B	11	0.87
IM233	Indonesian-Malay II Part B	15	1.25
IM237	Indonesian Culture II	22	1.83
IM317	Indonesian Culture A	2	0.25
IM323	Indonesian-Malay Language III Part I	3	0.38
IM325	Indonesian-Malay Language III Part II	3	0.38
IM327	Modern Indonesian Literature I	2	0.25
IM320	Modern Indonesian Literature II	2	0.25
IM337	Indonesian Culture B	2	0.25
	Honours		1.50
IM401	Indonesian I Part A	5	0.31
IM402	Indonesian I Part B	5	0.31
IM411	Indonesian II Part A	1	0.06
IM421	Indonesian III Part A	1	0.06
IM429	Modern Indonesian Literature	1	0.13
IM431	Indonesian II Part B	1	0.04
IM481	Indonesian III Part B	1	0.06
total	**INDONESIAN-MALAY**		**27.77**

Clayton

IT101	Introductory Italian I	63	771
IT102	Introductory Italian II	61	763
IT107	Italian I	32	400
IT108	Italian II	32	400
IT207	Intermediate Italian I	18	300
IT208	Intermediate Italian II	17	2.83
IT209	Italian III	18	150
IT210	Italian IV	18	150
IT219	Individual Option	2	0.17
IT221	Intro to Ling Hist of Italy	5	0.42
IT223	Italian Language and Society	6	0.50
IT225	Modern Italian Literature and Society I	11	0.92
IT227	Modern Italian Literature and Society II	7	0.58
IT255	Second Lang Acquisition and Attrition	5	0.28
IT309	Advanced Italian I	5	0.63
IT310	Advanced Italian II	3	0.38
IT313	Italian V	15	1.25
IT314	Italian VI	15	1.25
IT315	Individual Option	12	1.50
IT321	Intro to Ling Hist of Italy	2	0.25
IT323	Italian Language and Society	15	1.88
IT331	Modern Italian Literature and Society II	11	1.38
IT355	Second Lang Acquisition and Attrition	4	0.22
total	**ITALIAN**		**43.78**

Clayton

JA101	Comprehensive Japanese IA Part 1	198	24.44
JA102	Comprehensive Japanese IA Part 2	187	23.14
JA103	Business Japanese IA Part 1	49	6.13
JA104	Business Japanese IA Part 2	47	5.88
JA121	Japanese IB Part 1	67	8.36
JA122	Japanese IB Part 2	67	8.38
JA131	Japanese IC Part 1	4	0.50
JA132	Japanese IC Part 2	4	0.50
JS197	Contemporary Japanese Culture and Society	106	13.25
JS109	Understanding Contemporary Japan	104	13.25
JA221	Japanese IIB Part 1	79	12.70
JA222	Japanese IIB Part 2	74	11.91
JA231	Japanese IIC Part 1	35	5.57
JA232	Japanese IIC Part 2	34	5.40
JA241	Japanese IID Part 1	3	0.42
JA242	Japanese IID Part 2	3	0.42
JS211	Japanese Society	51	7.55
JS219	Japanese Economics	54	8.11
JS221	Hist of Japanese Science and Techn	20	3.33
JS253	Intro to the Teaching of Jap as a Foreign Language	36	5.46
JS259	Japanese Linguistics	15	2.23
JS265	Japanese Lit and Culture	11	1.79
JA331	Japanese IIIC Part 1	53	12.97
JA332	Japanese IIIC Part 2	52	12.75
JA341	Japanese IIID Part 1	22	5.50
JA342	Japanese IIID Part 2	21	5.25
JA351	Japanese IIIE Part 1	1	0.25
JA352	Japanese IIIE Part 2	2	0.50
JS311	Japanese society	9	2.14
JS319	Japanese economics	17	4.03
JS321	History of Japanese science and technology	16	4.00
JS353	Introduc to the teaching of Japanese as a foreign language	12	2.92
JS359	Japanese linguistics	13	3.11
	Honours		9.00
ATD03	Tourism Japanese	3	0.38
ATD04	Tourism Japanese	3	0.38
JA401	Japanese I Part 1	24	1.50
JA402	Japanese I Part 2	22	1.38
JA403	Tourism Japanese	9	0.76
JA404	Tourism Japanese	3	0.38
JA421	Japanese II Part 1	7	0.58
JA422	Japanese II Part 2	7	0.58
JA433	Japanese III Part 1	1	0.13
JA434	Japanese III Part 2	1	0.13
JA482	Japanese Business Communication	9	1.13

JA484	Newspaper Japanese A	7	0.88
JA491	Administrative and Business Japanese A	9	1.13
JA492	Newspaper Japanese B	1	0.13
JA494	Business Interpreting and Translating	5	0.63
JS512	Work and Economic Organisation in Japan	2	0.50
JS586	Japanese Discourse Acquisition	8	2.00
JS589	Japanese Systemic Grammar	9	2.25
JS571	Japanese Institutions	6	0.76
JS572	Japanese Companies Overseas	9	1.13
JS411	Japanese Society	12	2.85
JS419	Japanese Economics	16	3.80
JS421	History of Japanese Science and Technology	4	1.00
JS453	Introduction to Teaching Japanese	14	3.50
JS459	Japanese Linguistics	6	1.50
JA582	Japanese business Communication	1	0.13
JA584	Newspaper Japanese A	1	0.13
JA593	Translating from Japanese to English	4	0.50
JS505	Australian-Japanese Cultural Interaction	1	0.13
JS570	Essay	1	0.50
JS559	Advanced Japanese Linguistics	1	0.25
JS568	Research Paper	2	0.50
JA594	Business Interpreting and Translating	1	0.13
JS520	Economic Policy in Contemporary Japan	4	1.00
JS561	Research Seminar	2	0.25
	MA - Research Component only	6	2.48
	PhD	8	2.50
subtotal	JAPANESE (Monash)		269.03
Caulfield			
Business Japanese 1 & 2		140	35.00
Business Japanese 3 & 4		34	8.50
subtotal	**JAPANESE (Caulfield)**		**43.50**
total	**JAPANESE**		**312.53**
Clayton			
KO101	Introduction to Korean Part 1	11	1.38
KO102	Introduction to Korean Part 2	11	1.38
KO211	Intermediate Korean Part 1	8	1.00
KO221	Intermediate Korean Part 2	8	1.00
total	**KOREAN**		**4.76**
Clayton			
SL371	Structure of Lithuanian	1	0.13
total	**LITHUANIAN**		**0.13**
Clayton			
PO109	Polish linguistics	3	0.38
PO110	Polish literature	3	0.38
total	**POLISH**		**0.76**

Clayton			
RS109	Soviet literature and society I	8	1.00
RS110	Soviet literature and society II	7	0.88
RU101	Introduction to Russian Ia	32	4.00
RU102	Introduction to Russian Ib	32	4.00
RU107	Advanced Russian Ia	3	0.38
RU108	Advanced Russian Ib	3	0.38
RU211	Language IIa	9	1.42
RU217	Language IIb	9	1.50
RU225	Advanced Russian IIa	6	1.00
RU229	Advanced Russian IIb	9	1.50
RU311	Language IIIa	5	0.63
RU325	Russian phonetics A	3	0.38
RU317	Language IIIb	5	0.63
RU329	Russian phonetics B	3	0.38
total	RUSSIAN		18.08

Clayton			
SC107	Serbo-Croatian linguistics	2	0.25
SC108	Serbo-Croatian literary texts	1	0.13
SC217	Serbo-Croatian linguistics	2	0.33
total	SERBO-CROATIAN		0.71

Clayton			
SP101	Introductory Spanish I	70	8.74
SP102	Introductory Spanish II	65	8.12
SP107	Spanish Language I	9	1.13
SP108	Spanish Language II	9	1.13
SP211	Intermediate Spanish I	27	2.23
SP212	Intermediate Spanish II	25	2.08
SP213	Introduction to Modern Spain	23	3.75
SP215	Introduction to Modern Latin America	15	2.50
SP217	Spanish Language III	8	0.65
SP218	Spanish Language IV	7	0.58
SP273	Post-Civil War Spanish Fiction	9	1.50
SP275	Spanish American Fiction	4	0.67
SP291	Spanish for Special Purposes	1	0.17
SP321	Advanced Spanish I	13	1.08
SP322	Advanced Spanish I	12	1.00
SP327	Spanish Language V	4	0.33
SP328	Spanish Language VI	5	0.42
SP331	Study Abroad Program	2	0.17
SP343	Golden Age Drama	2	0.33
SP373	Post-Civil War Spanish Fiction	13	2.17
SP375	Spanish American Fiction	10	1.67
SP391	Spanish for Special Purposes	3	0.50
	Honours		2.00
RL444	Spanish Civil War	2	0.50
total	SPANISH		43.42

Clayton			
TH101	Thai I Part a	6	0.75
TH102	Thai I Part b	4	0.50
TH211	Thai II Part a	9	1.46
TH221	Thai II Part b	8	1.29
TH401	Thai 1	1	0.06
TH402	Thai 2	1	0.06
total	**THAI**		**4.12**

Clayton			
UK101	Introductory Ukrainian I/1B	3	0.38
UK102	Introductory Ukrainian I/2B	3	0.38
UK107	Ukrainian Studies I/1A	2	0.25
UK108	Ukrainian Studies I/2A	2	0.25
UK311	Ukrainian literature from Medieval to Baroque	2	0.50
total	**UKRAINIAN**		**1.76**

Clayton	**Asian Languages and Studies**		
	MA - Research Component only	3	0.94
	PhD	4	2.00
total	**Postgraduate:** may include Chinese, Indonesian, Thai		**2.94**

Clayton	**Institute for Contemporary Asian Studies**		
AST400	Contemporary Issues in Asia	16	4.00
AST500	Contemporary Issues in Asia	4	1.00
AST501	Cultural Interaction	1	0.25
AST502	War and Revolution in Indo-China	2	0.50
AST511	Research Project	1	10.25
AST512	Pesearch Project	3	1.50
	MA - Research Component only	1	0.57
total	**Postgraduate**		**17.57**

Clayton			
SL213	Slavic Lexicology	3	0.25
SL217	Slavic Syntax	3	0.25
SL313	Slavic Lexicology	3	0.38
SL317	Slavic Syntax	2	0.25
Hons:	may include Czech, Lithuanian, Polish, Russian,		

	Serbo-Croatian or Ukrainian		2.39
SL460	Thesis		10.50
SL482	Slavic Drama	1	0.25
	MA - Research Component only	3	2.20
total	**SLAVIC STUDIES**		**6.47**
Clayton:	**School of Education**		
Chinese		3	0.375
French		7	0.625
German		4	0.500
Indonesian		2	0.250
Italian		4	0.500
Japanese		4	0.500
Modern Greek		7	0.625
Spanish		2	0.250
total	TEACHER EDUCATION		**3.625**
SUBTOTAL	ALL LANGUAGES (CLAYTON)		**676.005**
SUBTOTAL	ALL LANGUAGES (CAULFIELD)		**55.00**
SUBTOTAL	ALL LANGUAGES (FRANKSTON)		**5.00**
TOTAL	ALL LANGUAGES (ALL CAMPUSES)		**736.005**

Murdoch University

Chinese, Asian Studies, School of Humanities
3-year sequence, Hons, MPhil (thesis), PhD (thesis)

French, English and Comparative Literature, School of Humanities
2-year sequence (elective)

Indonesian-Malay, Asian Studies, School of Humanities
3-year sequence, Hons, MPhil (thesis), PhD (thesis)

Italian, , English and Comparative Literature, School of Humanities
2-year sequence (elective)

Japanese, Asian Studies, School of Humanities
3-year sequence, Hons, MPhil (thesis), PhD (thesis)

Special Features

Chinese, Japanese and Indonesian can be taken as electives as 'language only' courses. Likewise Asian Studies courses can be taken as electives without the language.

French and Italian are offered in alternate years. They are language-only courses which started as reading courses set up as requirements of the Comparative Literature programs. Now they contain an oral component as well, and are also popular with a variety of students from the sciences, education, etc.

Distance Education

Indonesian/Malay is taught in the External Studies Unit.

Japanese is available externally through the University of Queensland.

Italian (1A and 1B) is taught in the External Studies Unit.

Teacher Education

A Diploma in Asian Languages Education (Chinese) has been introduced in 1990, with Indonesian and Japanese to follow in 1991. A special feature of this Diploma is that, beside having language specific Method Units, 1/3 of the course is dedicated to improving language skills.

Future Plans

A 4-year major BA in Asian Studies, with specialisations in China, Japan and South East Asia is planned for 1991. It is expected that the majority of students will spend their 3rd year abroad, although some will be allowed to study the language intensively in Australia.

A 5-year joint degree in Law and Asian Studies is also planned, at the end of which students will be both fully qualified as lawyers, and have a major in the language, including the year abroad mentioned above.

A Diploma in Asian Languages Education with specialisations in Indonesian and Japanese will be offered in 1991.

An MA (coursework) in Asian Studies is planned for 1992.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
CHI H162	Introduction to Modern Chinese	33	4.1
CHI H163	Modern Chinese I	24	6.0
CHI H262	Modern Chinese II	54	6.8
CHI H248	Chinese Literature and Society	17	2.1
CHI H375	Readings in Modern Chinese	16	2.0
CHI H140	Introduction to Contemporary China	108	13.5
CHI H277	Chinese Philosophy and Religion	32	4.0
CHI H278	Chinese Politics and Society	41	5.1
CHI H246	Social History of China	69	8.6
CHI H225	Public Policy in China	24	3.0
CHI H260	Special Chinese	21	2.6
	PhD (thesis) (language)	1	1.0
total	**CHINESE**		58.8
FRE H270	French IIA	32	4.00
FRE H279	French IIB23		2.88
total	**FRENCH**		6.88
BIN H161	Indonesian/Malay I	80	10.0

BIN H261	Indonesian/Malay II	61	7.6
BIN H361	Indonesian/Malay III	19	2.4
BIN H359	Indonesian/Malay Literature I	7	0.9
BIN H266	Indonesian Religious History	31	3.9
BIN H250	Rural Society in Southeast Asia	23	2.9
BIN H251	Southeast Asian Literature	33	4.1
BIN H255	Asia's New Industrial revolution	18	2.3
BIN H257	Politics and Society in Southeast Asia	61	7.6
BIN H258	Women in Asian Societies	58	7.3
BIN H276	Social History of Southeast Asia	64	8.0
	PhD (thesis) (language)	2	2
total	**INDONESIAN/MALAY**		**59.0**
ITA H165	Italian IA	53	6.63
ITA H170	Italian IB	27	3.38
total	**ITALIAN**		**10.01**
JAP H164	Japanese I	107	26.8
JAP H214	Politics and Society in Contemporary Japan	24	3.0
JAP H142	Introduction to Contemporary Japan	32	4.0
total	**JAPANESE**		**33.8**
TOTAL	**ALL LANGUAGES**		**168.49**

Chinese (Mandarin), Dept of Curriculum Studies, School of Education
4-year sequence, from 1990

French, French Section, Dept of Modern Languages
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, German Section, Dept of Modern Languages
3-year sequence, Hons, MA (thesis), PhD (thesis)

Japanese, Japanese Section, Dept of Modern Languages
3-year sequence, Hons, MA (thesis), PhD (thesis)

Special Features

Chinese is taught as an action business course and as a community language in the School of Education, East Gate Campus.

German is taught also as a community language in the School of Education.

Tea ceremony classes are held weekly in the authentic Japanese tea ceremony room established in the Japanese Section.

Teacher Education

A Graduate Diploma in Education (Language Teaching Methods) is offered in the following languages: French, German, Japanese, and occasionally Italian and Modern Greek.

A BEd (Languages/Asian Studies) program has commenced which provides extensive and intensive Chinese (Mandarin) language development.

The Japanese Section is involved in the retraining scheme of school teachers as teachers of Japanese in the Hunter Region in association with the Dept of School Education.

A unit (practice oriented and non-language specific) is offered in Second Language Acquisition in Infants/Primary Schools. A special program in German was offered at the request of students in 1989.

Language-related Bodies

Language Laboratory (Language Centre)

Non-award Programs

An annual summer intensive course in Japanese is offered in the period between November and December for Rotary exchange students in conjunction with the Dept of Community Programmes.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
FRE110	Elementary French I	67	8.375
FRE120	Elementary French II	56	7.000
FRE130	Post-elementary French	8	1.000
FRE210	Intermediate French I	16	2.000
FRE220	Intermediate French II	21	2.625
FRE230	Post-intermediate French	8	1.000
FRE310	Advanced French I	5	0.625
FRE320	Advanced French II	11	1.375
FRE330	Advanced French III	3	0.375
FRE340	Advanced French IV	2	0.250
FRE201	Voltaire and the Enlightenment	5	0.313
FRE202	Thèmes and textes	8	0.500
FRE203	Robbe-Grillet and the narrative	6	0.375
FRE204	Modern French drama	6	0.375
FRE205	The phonetics of French I	13	0.813
FRE206	The phonetics of French II	13	0.813
FRE301	The French cinema	1	0.063
FRE303	The 19th century novel	2	0.125
FRE304	The 20th century novel	1	0.063
FRE305	French poetry, Baudelaire to Apollinaire	4	0.250
FRE306	Literature and society in the 17th century	4	0.250
FRE307	Approaches to writing French	3	0.188
FRE308	The spoken language	4	0.250
FRE410	French Hons	1	1.000
FRE411	Hons French	1	0.500
FRE996	Research thesis F/T	1	0.500
FRE997	Research thesis F/T	1	0.500
total	**FRENCH**		**31.503**
GER110	Elementary German 1	47	5.875

GER120	Elementary German 2	40	5.000
GER111	German language revision 1	1	0.063
GER113	Business German 1	4	0.250
GER123	Business German 2	4	0.250
GER213	Business German 1	1	0.063
GER223	Business German 2	1	0.063
GER130	Post HSC German 1	17	2.125
GER140	Post HSC German 2	14	1.750
GER210	Continuing German 1	10	1.875
GER220	Continuing German 2	10	1.875
GER230	Intermediate German A1	8	1.500
GER240	Intermediate German A2	8	1.500
GER236	Intermediate text study S1	1	0.063
GER246	Intermediate text study D2	1	0.063
GER231	Intermediate German lge A1	1	0.125
GER241	Intermediate German language A2	2	0.250
GER232	Intermediate German language B2	1	0.125
GER243	Intermediate text study A2	1	0.063
GER250	Intermediate German B1	3	0.563
GER260	Intermediate German B2	3	0.563
GER310	Intermediate German 1	5	1.250
GER320	Intermediate German 2	5	1.250
GER235	Intermediate text study C1	2	0.125
GER245	Intermediate text study C2	1	0.063
GER316	Intermediate German literature D1	1	0.063
GER326	Intermediate German literature D2	1	0.063
GER312	Intermediate German language D1	1	0.125
GER322	Intermediate German language D2	1	0.125
GER311	Intermediate German language C1	1	0.125
GER321	Intermediate German language C2	1	0.125
GER330	Advanced German A1	4	1.000
GER351	Advanced German language A1	1	0.063
GER360	Advanced German A2	4	1.000
GER353	Advanced German literature A1	1	0.063
GER 10	German Hons	2	2.000
GER996	Research thesis F/T	3	1.500
GER997	Research thesis F/T	3	1.500
GER998	Research thesis P/T	1	0.250
GER999	Research thesis P/T	1	0.250
total	**GERMAN**		**34.944**
JPN110	Elementary Japanese	160	40.00
JPN210	Intermediate spoken Japanese	66	16.500
JPN220	Intermediate written Japanese	66	8.250
JPN311	Advanced spoken Japanese I	33	4.125
JPN312	Advanced spoken Japanese II	32	4.000
JPN321	Advanced written Japanese I	33	4.125
JPN322	Advanced written Japanese II	31	3.875
JPN331	Communication in Japanese I	10	1.250
JPN332	Communication in Japanese II	8	1.000

JPN341	Reading in modern Japanese I	10	1.250
JPN342	Reading in modern Japanese II	8	1.000
JPN410	Hons Japanese	1	0.500
JPN998	Research thesis P/T	1	2.500
JPN999	Research thesis P/T	3	0.750
total	JAPANESE		86.875
Dip Ed Method Units			
	French	1	
	German	2	
	Japanese	2	
subtotal	TEACHER EDUCATION		4.0
Teacher Education at East Gate Campus			
	Community languages: German	55	3.4
	Community languages: Chinese (Mandarin)	30	1.9
	Action business: Chinese	85	5.3
	BEd: Chinese	45	22.5
subtotal	TEACHER EDUCATION		33.1
total	TEACHER EDUCATION		37.1
TOTAL	ALL LANGUAGES		190.422

The University of New England

Armidale Campus

Chinese, Dept of Social Science
1 year, Grad Cert Asian Studies, Grad Dip Asian Studies

French, Division of French, School of Modern Languages
3-year sequence, Hons, MLitt, MA (thesis), PhD (thesis)

German, Division of German, School of Modern Languages
3-year sequence, Hons, MLitt, MA (thesis), PhD (thesis)

Greek (Modern), Division of Modern Greek, School of Modern Languages
3-year sequence, Hons, MLitt, MA (thesis), PhD (thesis)

Indonesian, Dept of Social Science
1 year, Grad Cert Asian Studies, Grad Dip Asian Studies

Italian, Division of Italian, School of Modern Languages
3-year sequence, Hons, MLitt, MA (thesis), PhD (thesis)

Northern Rivers Campus

Japanese, School of Arts
3-year sequence

Special Features

On an informal basis, there is an 'exchange' system under which a native speaker of French from the University of Rouen spends time at UNE as a tutor, and a recent UNE graduate spends time in France teaching English.

Within the French Division is a Centre for Quebec Studies, unique in Australia.

Distance Education

The University has been involved in external teaching since 1955. Languages currently offered are: Chinese, French, German, Indonesian, Italian, Japanese and Modern Greek.

Teacher Education

A DipEd program with a modern language Method Unit common to all languages is offered.

Non-award Programs

Science German is offered within the Faculty of Science.

Future Plans

A BA in Asian Studies with Chinese, Indonesian and Japanese will be introduced at Armidale in 1991.

A BA in Asian Studies and Japanese units will be introduced at Northern Rivers in 1991.

A Japanese Teacher Retraining Program is now ready to start in cooperation with NSW Dept of School Education (Northern Rivers Campus).

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
Armidale Campus			
SS468	Chinese Society and Language I	8	1.00
SS469	Chinese Society and Language II	5	0.62
total	**CHINESE**		**1.62**
Armidale Campus			
100 2	French	92	15.67
150 2		178	29.67
215 1		46	7.61
226 1		13	2.16
250 2		90	15.00
260 1/360 1		37	6.16
265 1/365		38	6.33
268 1/368 1		31	5.16
315 1		34	5.67
326 1		9	1.50
Miscell		27	45.89
400 6		1	1.00
MLitt Part A		6	3.00

MLitt part B		3	1.50
MA		2	2.00
Phd		2	2.00
total	**FRENCH**		**109.07**
Armidale Campus			
100 2	German	26	4.33
150 2		172	28.67
202 2/302 2		38	6.33
250 2		36	6.00
290 1		20	3.33
291 1		16	2.67
320 1		3	0.50
370 1		3	0.50
Miscell		27	4.58
400 6		1	1.00
MLitt Part A		1	0.50
MLitt part B		2	1.00
PhD		1	1.00
total	**GERMAN**		**60.41**
Armidale Campus			
101-1	Modern Greek	12	2.00
102-1		12	2.00
150-2		32	5.33
211-1/311 -1		11	1.83
222-1/322-1		9	1.50
251-1		8	1.33
252-1		9	1.50
272-1/372-1		18	3.00
341-1		8	1.33
362-1		10	1.67
Miscell		20	3.42
400-6		3	3.00
	MLitt Part A	1	0.50
	MLitt Part B	2	1.00
	MA Prelim	2	1.00
	MA	4	4.00
	PhD	1	1.00
total	**GREEK**		**35.41**
Armidale Campus			
SS464	Indonesian Culture and Society I	12	1.50
SS465	Indonesian Culture and Society II	11	1.37
total	**INDONESIAN**		**2.87**
Armidale Campus			
100 2	Italian	174	29.00
200 2		72	12.00

300 2		56	9.33
350 2		8	1.33
360 2		8	1.33
377 1		3	0.50
Miscell		20	3.42
400 6		1	1.00
MLitt Part A		2	1.00
MLitt Part B		1	0.50
total	**ITALIAN**		**59.41**
Northern Rivers			
JP301	Japanese (March)		2.5
JP301	Japanese (September)		3.5
total	**JAPANESE**		**6.0**
TOTAL	**ALL LANGUAGES**		**274.79**

University of New South Wales

Chinese, Languages Unit, Faculty of Arts
3-year sequence

French, School of French, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, School of German Studies, Faculty of Arts
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

Greek (Modern), Languages Unit, Faculty of Arts
3-year sequence

Indonesian, Languages Unit, Faculty of Arts
3-year sequence from 1991

Japanese, Asian Studies Unit, Faculty of Commerce
3/4-year sequence

Russian, Dept of Russian Studies, Faculty of Arts
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

Spanish, School of Spanish and Latin American Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Special Features

An interdisciplinary program in European Studies is offered through the Faculty of Arts.

A Japanese Economic and Management Studies Centre is located within the Faculty of Commerce and Economics. The Centre provides award Japanese language courses as well as assisting in the development of a broad curriculum of Japanese business studies.

Teacher Education

A concurrent BA/BEd program is offered through the Faculties of Arts and Professional Studies with 4 and 5 year programs in French, German and Spanish.

Students with a language major may do a DipEd through the Faculty of Professional Studies with Method Units in French, German and Spanish.

Language-related Bodies

Asia-Australia Institute
French-Australian Research Centre
Institute of Languages
Japanese Economic and Management Studies Centre

Non-award Programs

Institute of Languages:
French (General proficiency: I, II, IV), **German** (General proficiency: I, II), **Indonesian** (General proficiency: I, II; Professional Development Certificate in Communicative Teaching; for Travellers; for Engineers), **Italian**, (General proficiency: I, II, III, IV; for Austrade Commissioner), **Japanese** (I, II, III, IV, Reading&Writing Skills I, Reading&Writing Skills II, Reading&Writing Skills III, for Business Purposes, for Engineers, for Hotel Reception, for Hospitality Management, for Teachers of Japanese, for Airline Personnel, for Flight Attendants I, II, Professional Development Certificate in Communicative Teaching, Qantas Japanese for Cabin Crew), **Korean** (General proficiency: I), **Mandarin Chinese** (I, II, Reading&Writing Skills I, Reading&Writing Skills II, for Airline Personnel, Professional Development Certificate in Communicative Teaching), **Russian** (General proficiency: I, II; for Foreign Affairs), **Spanish** (General proficiency: I, II, III, IV; Professional Development Certificate in Communicative Teaching), **Thai** (I, II).

Future Plans

The School of German is planning to introduce a combined BA/BComm degree, called "German for Business and Economic Management" from 1992.

The Asian Languages Summer School will take place in early 1991. This will give students an opportunity to 'fast track' their course by enabling them to do a full 1st year course in Japanese, Chinese or Indonesian in January and February.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
60.340	Introductory Chinese	42	12.08
60.3401	Introductory Chinese	2	0.50
60.450G	Project Report	7	0.66
total	**CHINESE**		**13.24**
56.00RF	Research thesis French F/T	1	1.00
56.00RP	Research thesis French F/T	1	0.50
56.000	Special Program (French)	1	0.17

56.220	French 2A	25	3.75
56.221	French 2A	25	1.87
56.222	French 2A	24	1.79
56.223	French 2B	28	4.37
56.224	French 2B	25	1.97
56.225	French 2B	25	1.94
56.226	French 2C	29	4.41
56.232	The French Enlightenment	8	0.61
56.234	Hons preparatory seminar	10	0.76
56.241	Modern France	5	0.39
56.242	The French-speaking world	8	0.63
56.250	Special reading program A	1	0.06
56.301	Syntax and stylistics A	18	1.44
56.302	Advanced language Studies A	12	0.95
56.309	Linguistics A	17	1.27
56.310	Syntax and stylistics B	13	1.08
56.321	Introd to research methods	4	0.32
56.323	France since World War II	11	0.84
56.325	Francophone Studies	10	0.73
56.335	Development of the French novel	17	1.30
56.337	Modern French Theatre	14	1.09
56.338	French feminist ideas	12	1.02
56.340	French for Special purposes: Business and prof	31	2.42
56.341	The French-Australian cultural connection	6	0.89
56.501	French 1A	89	28.09
56.510	French 1B	35	11.21
56.523	French 1C	46	6.89
56.524	French 1D	4	0.61
56.525	French 1C/1D A	46	3.38
56.526	French 1C/1D B	47	3.66
56.600G	MAThesis	4	0.44
56.612G	The French novel	4	0.46
56.613G	Francophone literature	3	0.33
56.615G	Applied linguistics	2	0.22
56.619G	Post modern fiction and theory	2	0.22
56.620G	20th c poetry	3	0.33
56.621G	French language studies	3	0.33
56.622G	Contemporary issues in France	3	0.39
56.623G	The French moralists	2	0.22
total	**FRENCH**		**94.36**
64.00RF	Research Thesis	3	3.00
64.01HF	German Hons	2	2.00
64.02HP	German Hons	1	0.50
64.03HF	Combined German Hons	1	1.00
64.1000	Introductory German	44	13.79
64.1501	German for Native Speakers	5	1.45
64.1601	Intermediate German	8	1.68
64.1602	Introduction to German Studies	10	1.03

64.2102	Germany since 1945	10	3.23
64.2108	Theatre for Children and Young People	14	2.22
64.2116	Kafka in Translation	2	0.32
64.2501	Intermediate German	8	1.90
64.2502	Introduction to German Studies	8	0.75
64.2550	Seminars	3	0.41
64.2551	Seminars	3	0.22
64.2601	Advanced German	18	4.10
64.2602	German Studies	16	2.42
64.3550	Seminars	4	0.65
64.3551	Seminars	5	0.43
64.3601	Advanced German	8	2.00
64.3602	German Studies	9	1.48
64.501G	MA Pass	1	0.33
64.6400	The Persecutn and Destrn of Eur Jewry '33-45	7	2.15
64.7000	Bridging the Distance	2	0.16
total	**GERMAN**		**47.22**
60.500	Introductory Modern Greek A	2	0.63
60.501	Introductory Modern Greek B	4	122
60.502	Intermediate Modern Greek	21	6.50
60.503	Upper Level Modern Greek	4	1.27
total	**GREEK**		**9.62**
60.320	Introductory Indonesian	20	6.23
60.321	Intermediate Indonesian	8	1.27
total	**INDONESIAN**		**7.5**
28.801G	Japanese Studies 1	15	2.49
28.802G	Japanese Studies 2	10	1.66
28.809	Introductory Japanese	273	39.61
28.810	Introductory Japanese	206	30.75
28.811	Intermediate Japanese	52	7.59
28.812	Intermediate Japanese	49	7.13
28.813	Advanced Japanese	17	2.51
28.814	Advanced Japanese	17	2.51
28.821	Japanese C	6	0.8
28.822	Japanese D	6	0.8
total	**JAPANESE**		**95.85**
59.00RP	Research Thesis Russian	2	0.50
59.000	Special Program	1	0.17
59.1000	Russian for Beginners	35	10.82
59.1100	Russian IC	5	0.77
59.1120	Russian ID	4	0.57
59.2000	Intermediate Russian	19	3.76
59.2020	Russian Texts A	8	0.41
59.3000	Advanced Russian	7	1.50
59.3020	Russian Texts B	5	0.26

59.3021	Dostoevsky and Gogol	4	0.33
59.3022	Russian Option A	4	0.31
59.3023	Russian Option B	3	0.22
59.3602	The great Terror	12	0.92
59.3603	19th C Russian Literature and Society	16	2.51
59.3604	20th C Russian Literature and Society	11	1.72
59.500G	Special Program Russian Studies	1	0.17
59.502G	Special Program Russian Studies	1	0.33
total	**RUSSIAN**		**25.27**
65.00RF	Research Thesis Spanish and Latin American Studies	5	5.00
65.00RP	Research Thesis	1	0.50
65.00	Special Program Spanish	2	0.10
65.01HF	Hons Research	3	0.30
65.01HP	Hons Research	2	1.00
65.02HF	Hons Coursework	1	1.00
65.03HF	Comb Hons Research	2	2.00
65.1000	Introductory Spanish A	118	37.60
65.1100	Introductory Spanish B	11	3.38
65.1200	Introductory Spanish C	33	10.02
65.201A	Intermediate Spanish A	32	3.35
65.202A	Intermediate Spanish B	32	3.34
65.206A	Introduction to Literature in Spanis B	9	0.71
65.221B	Intermediate Spanish A	15	1.71
65.222B	Intermediate Spanish B	14	1.59
65.2401	Spain and Latin America 1400-1810	10	1.54
65.2411	Spain and the Legacy of Empire	7	1.16
65.2416	Slave Serfs or Proletariate	1	0.17
65.2422	Socialism in Latin America	12	1.91
65.2423	Early Civilisations of the Americas	11	1.74
65.2425	The Indian response to Conquest	13	2.05
65.2426	Imperialism, Depend and Underdvt	12	1.88
65.2427	The Spanish Inquisition	9	1.41
65.2429	Jews, Gypsies and Moslems in Spain	1	0.17
65.2430	Amazonia	1	0.15
65.2432	Amazonia	8	1.28
65.2433	Goya	9	1.44
65.2434	Amazonia	4	0.66
65.2451	Imperial Economic Devlpmnt in Southn Hemi	6	0.93
65.301A	Advanced Spanish A	13	1.59
65.302A	Advanced Spanish B	13	1.59
65.313A	Literature in Cuba after the Revolution A	2	0.17
65.313C	Literature in Cuba after the Revolution B	4	0.49
65.321B	Advanced Spanish C	6	0.74
65.322B	Advanced Spanish D	5	0.61
65.323A	Modern Spanish American Fiction	11	0.88
65.324A	Modern Spanish Poetry	1	0.08
65.325A	Contemporary Latin America Theatre A	8	0.64
65.325C	Contemporary Latin America Theatre B	8	0.89

65.360F	Spain Cinema under Franco and Democracy	7	1.07
65.501G	Cultural Imperialism in Latin America	21	3.44
65.502G	Religion and Power in Latin America	20	3.28
65.503G	Research Project	4	1.58
65.506G	Spanish Hons Thesis	1	0.20
65.925	Women in Latin America	2	0.33
total	**SPANISH**		**105.67**
TOTAL	**ALL LANGUAGES**		**398.12**

Indonesian, Faculty of Education
3-year sequence

Special Features

Indonesian is currently taught in the BEd program. In 1991 Indonesian language and culture will start as a stream in the BA degree.

Distance Education

Available as part of the BEd for students who have successfully passed the introductory unit IND101 or have equivalent experience.

Teacher Education

The Faculty of Education offers Method Units in Indonesian in the BEd and DipEd programs.

Language-related Bodies

Centre for Studies of Language in Education

Non-award Programs

Institute of Technical and Further Education:
Arabic (introductory, intermediate, advanced), **French** (introductory, intermediate, advanced), **German** (introductory, intermediate, advanced), **Indonesian** (introductory, intermediate, advanced), **Italian** (introductory, intermediate, advanced), **Japanese** (introductory, intermediate, advanced), **Mandarin** (introductory, intermediate, advanced), **Modern Greek** (introductory, intermediate, advanced), **Russian** (introductory, intermediate, advanced), **Spanish** (introductory, intermediate, advanced).

Future Plans

Indonesian will gradually move from the Faculty of Education to the Faculty of Arts. In 1992 a special MA program in language studies will be introduced.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
IND101	Indonesian Language I	36	3.125
IND102	Indonesian Language II	48	3.682
IND201	Indonesian Language III	9	0.625
IND202	Indonesian Language IV	6	0.438
IND301	Indonesian Language V	2	0.125
IND302	Indonesian Language VI	2	0.125
total	**INDONESIAN**		**8.120**
TOTAL	ALL LANGUAGES		8.12

Arabic, School of Community Services and Policy Studies
3-year sequence

Greek (Modern), School of Community Services and Policy Studies
3-year sequence

Italian, School of Community Services and Policy Studies
3-year sequence

Turkish, School of Community Services and Policy Studies
3-year sequence

Vietnamese, School of Community Services and Policy Studies
3-year sequence

Special Features

The School of Community Services and Policy Studies offers a BA (Multicultural Studies) for students who wish to take up employment in teaching, community service delivery or public administration focusing on intercultural activities and groups.

Teacher Education

Students completing the DipTeach (Primary) and DipTeach (Early Childhood Education) may major in one of the following languages: Greek, Italian, Vietnamese and Turkish. All students (200 in 1990) completing the Primary Diploma must undertake a 1-semester unit in one of the following languages: Chinese, Indonesian, Japanese or Thai.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
CC3707	Arabic Advanced 1	2	1.48
CC3708	Arabic Advanced 3	3	1.48
total	ARABIC		2.96
CC3107	Greek Advanced 1	17	6.93
CC3108	Greek Advanced 2	12	3.83
CC3109	Greek Advanced 3	8	2.96
total	GREEK		13.72
CC3207	Italian Advanced 1	17	6.22
CC3208	Italian Advanced 2	12	4.07
CC3208	Italian Advanced 3	14	4.74
total	ITALIAN		15.03
CC3607	Turkish Advanced 1	2	0.77
CC3608	Turkish Advanced 2	5	3.33
total	TURKISH		4.10
CC3507	Vietnamese Advanced 1	9	2.47
CC3508	Vietnamese Advanced 2	7	1.73
CC3508	Vietnamese Advanced 3	12	4.44
CC3518	Vietnamese Introductory 2	4	1.48
total	VIETNAMESE		10.12
EB2510	Community language 1	21	1.60
EB2520	Community language 2	21	0.80
EB2530	Community language 3	15	0.99
EB2540	Community language 4	15	0.99
total	NON-LANGUAGE SPECIFIC		4.38
TOTAL	ALL LANGUAGES		52

Chinese (Mandarin), Dept of Japanese and Chinese Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

French, Dept of French, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of German, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Japanese, Dept of Japanese and Chinese Studies, Faculty of Arts
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

Korean, Dept of Japanese and Chinese Studies, Faculty of Arts
1 year in 1990, 3-year sequence to follow

Russian, Dept of Russian, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Special Features

A Master of Arts in Japanese Interpreting and Translation which has National Accreditation Authority for Translators and Interpreters (NAATI) level 4 accreditation is also offered.

The Dept of Russian offers an MA by coursework in advanced language study.

Distance Education

Most language Departments are phasing out their external programs. Russian, however, because it is the only national provider, has been encouraged to continue by offering courses through a Distance Education centre. Japanese may also continue to be offered through the University of New England.

Teacher Education

The Dept of Education offers a DipEd with specialisation in French, German, Japanese and, from 1991, Chinese. In 1990, about 18% of the total number of DipEd students are in the languages area.

Language-related Bodies

Centre for Language Teaching and Research
Institute of Modern Languages
Key Centre for Asian Languages and Studies
Language and Technology Centre, a division of the National Languages Institute of Australia

Non-award Programs

Institute of Modern Languages:
Arabic (elementary), **Chinese (Cantonese)** (elementary), **Chinese (Mandarin)** (elementary, intermediate, advanced), **Croatian** (elementary), **Dutch** (elementary), **French** (elementary, intermediate, advanced, accelerated), **German** (elementary, intermediate, advanced, higher), **Greek** (elementary, intermediate), **Hebrew** (elementary), **Hindi/Urdu** (elementary), **Hungarian** (elementary), **Indonesian** (elementary, intermediate), **Italian** (elementary, intermediate, advanced, accelerated), **Japanese** (elementary, intermediate, advanced, accelerated, conversation for tourism), **Korean** (elementary), **Portuguese** (elementary), **Russian** (elementary, intermediate), **Spanish** (elementary, intermediate, advanced, accelerated), **Swedish** (elementary), **Tagalog (Philipino)** (elementary), **Thai** (elementary, intermediate), **Turkish** (elementary), **Vietnamese** (elementary).

Future Plans

The introduction of Spanish, beginning in 1992 at elementary level and then developing to a major sequence.

In association with in-service training for teachers, the development of intensive French courses, both in summer and during other vacations.

The introduction in 1992 of a major in Business German (pass and honours) with 3 months' language and work experience in German companies and at a Carl Duisberg Centre and/or Goethe Institute.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
JB116	History of Chinese Literature	8	0.986
JC110	Spoken Chinese 1A	41	5.026
JC111	Written Chinese 1A	42	5.170
JB224	Japanese/Chinese Studies Project	6	0.736
JB228	Chinese Art	2	0.236

JC200	Spoken Chinese IB	31	3.839
JC201	Written Chinese IB	32	3.920
JC202	Classical Chinese A	6	0.728
JC203	Classical Chinese B	3	0.375
JC212	Reading in Modern Chinese Literature	12	1.442
JC213	Spoken Chinese IIA	21	2.625
JC214	Written Chinese IIA	21	2.625
JC223	Spoken Chinese IIB	19	2.375
JC224	Written Chinese IIB	20	2.486
JC313	Spoken Chinese IIIA	15	1.825
JC314	Written Chinese IIIA	6	0.728
JC321	Chinese Research Methods	3	0.353
JC323	Spoken Chinese IIIB	14	1.700
JC324	Written Chinese IIIB	5	0.603
JC400	Thesis	3	2.500
JC421	Advanced Spoken Chinese I	9	1.125
JC422	Spoken Chinese for Special Uses I	8	1.000
JC423	Journalistic Chinese	7	0.875
JC424	Modern Literary Chinese	7	0.875
JC431	Advanced Spoken Chinese II	9	1.125
JC432	Spoken Chinese for Special Uses II	7	0.875
JC433	Technical and Business Chinese	7	0.875
JC434	Individual Translation and Research Project	7	0.875
JC8Z5	MA Qual Chinese	2	0.750
JC9Z1	Research Masters, Chinese	2	1.000
JC9Z3	PhD Chinese	8	6.250
total	**CHINESE**		**56.903**
FR107	Preparatory French	90	10.866
FR108	Introductory French	75	9.036
FR113	French Lang A External	16	0.992
FR114	Aspects of French Civilisation B	105	6.401
FR115	French Lang B External	14	0.868
FR116	Aspects of French Literature External	16	0.992
FR124	Elementary French A	24	3.870
FR125	Elementary French B	25	3.047
FR151	French Language A	88	10.647
FR152	French Language A1	25	1.536
FR153	French Language B	99	12.071
FR154	French Language B1	20	1.219
FR155	Intermediate French	25	4.594
FR156	Reading Comprehension	97	5.892
FR201	French Language C	44	5.325
FR202	French Language D	21	2.564
FR205	General Semiotics	17	2.027
FR209	Introduction to Old French	13	1.541
FR214	France since 1914	16	1.958
FR235	Medieval French Studies	7	0.841
FR251	The French Media	14	1.694

FR301	French Language E	23	2.721
FR304	Special Subject	5	0.611
FR306	Texts and Social Sciences	7	0.847
FR307	Special Subject (hons)	8	0.986
FR311	French Language H	8	0.468
FR312	French Language J	5	0.282
FR392	French Language E Noumea	18	2.158
FR393	French Language F Noumea	19	2.269
FR400	Ecriture en Exercice	5	0.625
FR405	Advanced Oral French	5	0.620
FR406	Special Subject	4	0.500
FR410	Special Subject	5	0.625
FR430	Thesis and Research Method	6	2.057
FR9Z3	PhD	7	6.500
total	**FRENCH**		**113.977**
GR100	German Language for External Students 1	23	5.710
GR101	Introductory German Language 1	85	9.939
GR102	Introductory German Language 2	60	7.166
GR103	Basic Conversational German A	44	2.621
GR104	Basic Conversational German B	30	1.797
GR108	Introductory German Language 1 for External Students 1	10	1.240
GR109	Introductory German Language 2 for External Students 2	2	0.248
GR113	German Language for External Students II	8	1.488
GR114	German Conversational Practice A	50	2.993
GR115	German Language C1	81	9.819
GR116	German Language C2	70	8.480
GR117	German Conversational Practice B	35	2.123
GR131	German Cultural History	30	1.853
GR144	German Pronunciation and Phonetics	9	0.547
GR152	Modern German Authors	13	0.774
GR155	20th C German Short Story	6	0.372
GR156	Introduction to German Lit 1730-1830	7	0.413
GR200	German Language for External Students III	14	2.604
GR214	German for Translators	16	0.969
GR215	Advanced German Language C1	39	4.722
GR216	Advanced German Language C2	36	4.375
GR220	German Pragmalinguistics	6	0.358
GR241	Medieval German	17	1.026
GR247	Intellectual Trad of Modern Germany: Lessing to Hegel	24	1.457
GR248	Intellectual Trad of Modern Germany: Hegel to Adorno	16	0.985
GR259	Modern German Novel	10	1.222
GR266	Modern German Women Writers	13	1.592
GR268	The Austrian Tradition	16	1.972
GR300	German Language for External Students IV	6	1.116
GR315	Advanced German Language D1	22	2.606

GR316	Advanced German Language D2	18	2.125
GR320	German Grammar Models	5	0.583
GR326	German Semantics	5	0.289
GR412	Advanced Translation and Composition	2	0.248
GR422	Advanced Oral Work	2	0.248
GR452	The German Baroque	1	0.125
GR457	Special Subject	2	0.248
GR461	German Classicism and Romanticism	2	0.248
GR480	Hons Thesis	2	0.500
GR9Z1	PhD	1	1.000
GR9Z3	PhD	3	2.000
GR9Z5	PhD	1	0.500
total	**GERMAN**		**92.256**
JA110	Introductory Spoken Japanese	181	22.069
JA111	Introductory Written Japanese	165	20.228
JA115	Japanese Review Course I	65	7.719
JA125	Japanese Review Course II	53	6.275
JB112	Issues in Contemporary Japan	48	5.929
JB113	Modern Japanese Literature and Society	22	2.750
WX100		28	1.170
JA200	First Level Spoken Japanese	150	18.378
JA201	First Level Written Japanese	150	18.477
JA210	Intermediate Spoken Japanese I	78	9.639
JA211	Intermediate Written Japanese I	119	14.709
JA220	Intermediate Spoken Japanese II	70	8.638
JA221	Intermediate Written Japanese II	112	13.834
JB222	Japan and the World	37	4.587
JB223	Japanese Popular Culture	25	3.111
JA310	Advanced Spoken Japanese I	41	5.041
JA311	Advanced Written Japanese I	49	5.993
JA321	Advanced Spoken Japanese II	39	4.79
JA322	Advanced Written Japanese II	48	5.846
JA331	Newspaper Japanese	23	2.847
JA341	Technical and Specialised Japanese	22	2.728
JA414	Business Communications I	10	0.604
JA416	Interpreting (theory)	5	0.613
JA418	Japanese Research	6	1.098
JA420	Conference Techniques	4	0.486
JA421	Report Writing	5	0.613
JA422	Interpreting (practical)	5	0.613
JA424	Business Communications II	10	0.604
JA425	Theory and Practice of Translation	5	0.912
JA480	Thesis	2	1.624
JA818	Translation project	5	0.600
JA820	Live Interpreting	5	0.600
JA821	Simultaneous Interpreting	5	1.210
JA822	Consecutive Interpreting	5	1.210
JA824	Advanced Translation	5	0.605
JA8Z5	technical translation	1	0.500

JA9Z1	Research Masters, Japanese	2	1.000
JA9Z3	PhD Japanese	7	5.000
total	JAPANESE		202.65
JF110	Introductory Korean A	11	1.361
JF111	Introductory Korean B	10	1.212
JF200	First Level Korean A	7	0.875
JF201	First Level Korean B	6	0.726
total	KOREAN		4.174
RU101	Introductory Russian I	118	14.603
RU102	Introductory Russian II	87	10.781
RU110	The World of the Russians	56	6.918
RU112	Spoken Russian	51	6.311
ID219	19th C Novel in England and Russia	18	1.332
RU201	Russian Language III	31	3.798
RU202	Russian Language IV	27	3.320
RU211	Russian Phonetics and Morphology	13	0.775
RU212	Practical Stylistics	11	0.651
RU221	Russian Studies	41	5.125
RU222	Soviet Studies	31	3.875
RU224	20th C Russian Literature	19	2.375
RU231	Russian Theatre	6	0.357
RU243	Chekhov	7	0.434
RU301	Russian Language V	5	0.625
RU302	Russian Language VI	5	0.625
RU311	History of Russian Language	3	0.186
RU323	Russian Translatorship	1	0.062
RU324	Russian Interpretership	1	0.062
RU330	The Russian Intelligentsia	6	0.750
RU331	Russian 20th C Texts	1	0.062
RU332	Russian 19th C Texts	3	0.186
RU334	Russian Folklore	12	0.744
RU352	Russian Methods	3	0.186
RU401	Advanced Russian Language A	2	0.250
RU402	Advanced Russian Language B	4	0.500
RU404	Slavonic Linguistics	1	0.125
RU410	Final Hons Option	1	0.125
RU411	19th C Authors	2	0.250
RU490	Thesis	1	0.250
RU9Z3		1	0.500
total	RUSSIAN		70.018

Pre-service Secondary Teacher Training

ED736	French	6	2.520
ED736	German	4	1.680
ED736	Japanese	15	6.300

ED786	French	5	0.400
ED786	German	2	0.160
ED786	Japanese	2	0.160
ED786	Chinese	3	0.240
total	TEACHER EDUCATION		11.46
TOTAL	ALL LANGUAGES		551.438

Queensland University of Technology

Kelvin Grove Campus

French, Dept of Communication and Resource Studies
4-semester sequence, BEd

German, Dept of Communication and Resource Studies
4-semester sequence, BEd

Italian, Dept of Communication and Resource Studies
4-semester sequence, BEd

Carseldine Campus

German, Dept of Humanities
2-semester sequence, BTeach

Indonesian, Dept of Humanities
2-semester sequence, BTeach

Japanese, Dept of Humanities
2-semester sequence, BTeach

Special Features

The University offers a combined Arts/Law degree with Griffith University. This may combine Japanese language and Japan studies in the BA degree in the School of Modern Asian Studies of Griffith University with law subjects of the LLB degree in this University's Faculty of Law.

Teacher Education

In addition to the French, German and Italian programs in the BEd course, the School of Teacher Education on Kelvin Grove Campus offers Chinese, French, German, Indonesian, Italian, Japanese Curriculum and Teaching Studies in a Graduate DipEd program. There is also a DipTeach program at Carseldine Campus which offers two semesters of German, Indonesian or Japanese.

Language-related Bodies

Institute of Applied Linguistics, Kelvin Grove Campus.

Future Plans

A BTeach (Primary) will start in 1991 on Carseldine Campus. Three units of language are being proposed in either German, Indonesian or Japanese. (These are currently available as two-unit sequences in the DipTeach program.)

Chinese will be offered in 1991 for two semesters at Carseldine Campus.

Negotiations with the Queensland Department of Education in regard to non-award inservice LOTE courses are proceeding.

A Graduate Diploma (LOTE) is planned for 1992.

A BBus (Asian Studies) degree program is offered through the Kedron Park Campus, with 2-year sequences of language studies planned.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
ML3005	French Language I	27	6.75
ML3006	French Language II	23	5.60
ML2058	French French Cultural Studies	1	0.25
ML2060	French History	4	1.00
ML2064	French Poetry	9	2.25
ML2068	La Presse Française	3	0.75
ML2079	French Drama	1	0.25
total	**FRENCH**		**16.85**
ML2074	German Language and Drama	10	2.50
ML2076	German Language Short Stories and Novels	11	2.75
ML2079	German Radio, Cinema amd TV	1	0.25
ML2081	Modern Language Society and Literature	10	2.50
total	**GERMAN**		**8.00**
ML3017	Italian Language I	15	3.74
ML3018	Italian Language II	7	1.75
ML2092	Italian Language and Literature I	7	1.75

ML2093	Italian Language and Literature II	6	1.25
total	**ITALIAN**		**8.49**
ML2054	Foreign Language Curriculum Studies I	15	3.75
ML2055	Foreign Language Curriculum Studies I	23	5.60
LA2810	Indonesian/German/Japanese	60	7.9
LA2811	Indonesian/German/Japanese	50	6.5
total	**TEACHER EDUCATION**		**23.75**
TOTAL	**ALL LANGUAGES**		**57.09**

City Campus

Greek, School of Arts
- 4-year sequence, BEd (phasing out), GradDip (phasing out)
- 3-year sequence, BA Interpreting/Translating (phasing out)
- 2-year sequence, AssDip Interpreting/Translating (phasing out)
- 3-year sequence, Bachelor of Liberal Studies

Italian, School of Arts
- 4-year sequence, BEd (phasing out), GradDip (phasing out)
- 3-year sequence, BA Interpreting/Translating (phasing out)
- 2-year sequence, AssDip Interpreting/Translating (phasing out)
- 3-year sequence, Bachelor of Liberal Studies

Vietnamese, School of Arts
- 4-year sequence, BEd (phasing out), GradDip (phasing out)
- 3-year sequence, Bachelor of Liberal Studies

Magill Campus

Indonesian/Malay, Dept of Communication
- 3-year sequence

Italian, Dept of Communication
- 3-year sequence

Special Features

Due to the merging of the City Campus with the University of Adelaide, the School of Arts will become part of the Faculty of Arts of the University in 1991.

Students in the BEd program must complete by 1992, and no new students were taken in after 1989. Students in the GradDip program must complete by 1991, and no new students were taken in after 1989. No new students in the BA Interpreting/Translating program are taken in after 1990. No new students in the AssDip Interpreting/Translating program are taken in after 1990.

In 1989 the decision was taken to merge all these old awards into a BA Liberal Studies, a 2-year sequence in Greek/Italian/Vietnamese. However, no provision has been made as yet for language specific units (as was the case in the BEd (Languages)) and curriculum studies for the preparation of language teachers. The DipEd serves this purpose.

Introductory Modern Greek is offered for a fee as a short course in 1990.

Teacher Education

See above.

The Sturt Campus offers a bridging program for overseas teachers specialised in any subject who wish to register as teachers of their native language.

Future Plans

See above.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
City Campus			
BCG 150	Language Studies 1 (Greek)	1	0.166
BCG 201	Modern Greek Studies 3	11	1.826
BCG 202	Modern Greek Studies 4	11	1.826
BCG 250	Language Studies 3 (Greek)	2	0.498
BCG 252	Language Studies 4 (Greek)	2	0.498
BCG 254	Interpreting & Translating 3 (Greek)	1	0.332
BCG 301	Modern Greek Studies 5	8	1.328
BCG 302	Modern Greek Studies 6	7	1.328
BCG 350	Sociolinguistics (Greek)	7	0.581
BCG 351	Interpreting & Translating 4 (Greek)	11	1.826
BCG 352	Interpreting & Translating 5 (Greek)	8	1.328
BCG 353	Applied Translation (Greek)	8	0.664
BCG 402	Modern Greek: History Greek Language	8	0.664
BCG 403	Modern Greek: Dialectology	9	0.664
BCG 405	Directed Study: Modern Greek 1	8	0.664
BCG 406	Directed Study: Modern Greek 2	9	0.664
BCG 506	Language Studies 5 (Greek)	1	0.166
BCG 507	Professional Project (Greek)	2	0.332
TCG 100	Modern Greek Beginners Course A1	5	0.833
TCG 101	Modern Greek Beginners Course A2	4	0.666
total	**GREEK**		**16.854**

Magill Campus			
BAL 001	Indonesian and Malayan Studies 1A	20	3.154
BAL 002	Indonesian and Malayan Studies 1B	16	2.324
BAL 003	Indonesian and Malayan History	4	0.830
BAL 004	Indonesian and Malayan Studies 2A	10	1.826
BAL 005	Indonesian and Malayan Studies 2B	11	1.826
BAL 006	Indonesian and Malayan Studies 3A	11	1.498
BAL 007	Indonesian and Malayan Studies 3B	11	1.498
BAL 008	Indonesian and Malayan Studies 4A	11	0.166
BAL 009	Islam as Culture and Civilisation	11	0.166
total	INDONESIAN		10.758
City Campus			
BCT 001	Italian Studies Preparatory Unit A	3	0.332
BCT 002	Italian Studies Preparatory Unit B	3	0.332
BCT 003	Italian Studies Language Elective	2	3.320
BCT 101	Italian Studies 1	1	0.332
BCT 102	Italian Studies 2	1	0.166
BCT 150	Language Studies 1 (Italian)	4	0.830
BCT 152	Language Studies 2 (Italian)	4	0.830
BCT 154	Interpreting & Translating 2 (Italian)	7	1.328
BCT 201	Italian Studies 3	11	1.826
BCT 202	Italian Studies 4	10	1.826
BCT 250	Language Studies 3 (Italian)	9	1.494
BCT 251	Language Studies 3A (Italian)	1	0.083
BCT 252	Language Studies 4 (Italian)	9	1.494
BCT 253	Language Studies 4A (Italian)	1	0.083
BCT 254	Interpreting & Translating 3 (Italian)	6	1.992
BCT 301	Italian Studies 5	6	0.996
BCT 302	Italian Studies 6	7	1.162
BCT 350	Sociolinguistics (Italian)	5	0.415
BCT 351	Interpreting & Translating 4 (Italian)	3	0.498
BCT 352	Interpreting & Translating 5 (Italian)	4	0.498
BCT 353	Applied Translation (Italian)	6	0.415
BCT 403	Italian: Verga & Verismo	5	0.415
BCT 407	Directed Study: Italian 1	4	0.415
BCT 408	Directed Study: Italian 2	6	0.498
BCT 504	Language Studies 3 (Italian)	1	0.166
BCT 505	Language Studies 4 (Italian)	1	0.332
BCT 506	Professional Project (Italian)	3	0.332
subtotal	ITALIAN (City Campus)		22.41

Magill Campus			
MCT001	Modern Italy	16	2.656
MCT100	Basic Italian 1	20	3.320
MCT101	Basic Italian 2	14	2.324
MCT102	Italian 1A	18	2.988
MCT103	Italian 1B	18	2.988
MCT200	Italian 2A	6	0.996
MCT201	Italian 2B	11	1.826
MCT300	Italian 3A	2	0.332
MCT301	Italian 3B	2	0.332
MCT302	Italian 3C	5	0.830
subtotal	**ITALIAN (Magill Campus)**		**18.592**
total ITALIAN (both Campuses)			**41.002**
City Campus			
TVT 100	Vietnamese Beginners A1	10	1.666
TVT 101	Vietnamese Beginners A2	8	1.333
BVT 008	Vietnamese Studies 5	4	0.666
BVT 009	Vietnamese Studies 6	4	0.666
BVT 013	Vietnamese Studies: 20th C. Prose	3	0.250
BVT 015	Vietnamese Directed Studies 1	3	0.250
BVT 016	Vietnamese Directed Studies 2	3	0.250
total	**VIETNAMESE**		**5.081**
SUBTOTAL ALL LANGUAGES (City Campus)			44.345
SUBTOTAL ALL LANGUAGES (Magill Campus)			29.350
TOTAL ALL LANGUAGES (both Campuses)			73.695

Chinese, Dept of General Education
2-year sequence

French, Dept of General Education
2-year sequence

German, Dept of General Education
2-year sequence

Italian, Dept of General Education
2-year sequence

Japanese, Dept of General Education
2-year sequence

Special Features

Languages are offered as electives in a service Dept which does not offer degrees. The same Units are offered in 2nd semester to a different cohort of students.

1990 Enrolments

UNITS OF STUDY	STUDENTS sem 1	STUDENTS sem 2	EFTSU total
Chinese Beginners 1	36	93	5.3
total CHINESE			**5.3**
French Beginners 1	126	87	8.8
French Beginners 2	0	28	1.1
total FRENCH			**9.9**
German Beginners 1	118	105	9.1
German Beginners 2	0	28	1.1
total GERMAN			**10.2**
Italian Beginners 1	69	57	5.1
Italian Beginners 2	0	21	0.9
total ITALIAN			**6.0**
Japanese Beginners 1	173	82	10.5
Japanese Beginners 2	13	87	4.1
total JAPANESE			**14.6**
TOTAL ALL LANGUAGES			**46**

Chinese (Mandarin), Asian Studies Programme, School of Arts
3-year sequence

Indonesian, Asian Studies Programme, School of Arts
3-year sequence

Special Features

The Asian Studies Programme offers a Bachelor of Arts and a Master of Arts.

Distance Education

The Bachelor of Arts in Asian Studies is available externally. Hence, Chinese (Mandarin) and Indonesian are both available externally.

Teacher Education

Students in the Dip Teach (primary) are encouraged to take option studies in Indonesian and Mandarin Chinese.

The Graduate DipTeach (secondary) includes non-language specific Method Units.

Future Plans

Introductory Chinese (Mandarin) will be offered by external mode in 1991.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS internal	STUDENTS external	EFTSU
94190	Introductory Mandarin	14	--	1.750
96511	Intermediate Mandarin	10	--	1.250
total	**CHINESE**			**3.000**
94180	Introductory Indonesian	19	33	6.500
96509	Intermediate Indonesian	12	--	1.500
94274	Indonesian language 2	--	14	1.750
94371	Indonesian language 3	--	11	1.375
94471	Indonesian language 4	--	9	1.125
total	**INDONESIAN**			**12.250**
TOTAL	ALL LANGUAGES			15.250

Italian, Faculty of Arts
3-year sequence

Japanese, Faculty of Arts
3-year sequence

Korean, Faculty of Arts
2-year sequence

Special Features

A double degree BBus/BA (Japanese) of 4 years duration is offered.

A double degree BBus/BA (Italian) of 4 years duration is offered.

Language-related Bodies

Korean Study Centre

Non-award Programs

Single units may be taken on a fee-paying basis if places are available.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
Italian 1		106	19.574
Italian 1 post VCE		2	0.374
Italian 2		46	7.680
Italian 2 post VCE		22	3.388
Italian 3A		24	3.984
Italian 3B		26	2.158
total	**ITALIAN**		**37.158**
Japanese 1		158	28.385
Introduction to Japan		57	7.100
Japanese 2		108	16.370
Communication in Japan		33	5.191
Japanese 3A		70	10.814
Japanese 3B		38	3.322
Japanese society A		8	1.000
Japanese society B		8	1.000
Japanese culture A		7	0.875
Japanese culture B		7	0.875
AJ420		18	4.500
AJ421		18	4.500
AJ422		7	1.750
AJ423		7	1.750
total JAPANESE			**87.432**
Korean 1		22	4.114
Background to Korean society		12	1.500
Korean 2		12	1.992
Contemporary Korean society		6	0.996
Modern Korea		9	1.494
total	**KOREAN**		**10.096**
TOTAL ALL LANGUAGES			**134.686**

The University of Sydney

Arabic, Arabic and Islamic Studies, Dept of Semitic Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Bengali, Dept of History, Faculty of Arts
2-year sequence at 2nd and 3rd year levels

Chinese, Dept of East Asian Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

French, Dept of French Studies, Faculty of Arts
3-year sequence, Hons, MA Pass (coursework), MA (thesis), PhD (thesis)

German, Dept of Germanic Studies, Faculty of Arts
3-year sequence, Hons, MA Pass (coursework), MA (thesis), PhD (thesis)

Greek (Modern), Dept of Modern Greek, Faculty of Arts
3-year sequence, Hons, MA Pass (coursework), MA (thesis), PhD (thesis)

Hebrew (Modern), Hebrew and Jewish Studies, Dept of Semitic Studies, Faculty of Arts
3-year sequence, Hons, MA (coursework), MA (thesis), PhD (thesis)

Hindi-Urdu, Dept of History, Faculty of Arts
2-year sequence at 2nd and 3rd year levels

Indonesian, Dept of Indonesian and Malayan Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Irish (Modern), Language Centre, Faculty of Arts
2-year (3-hours/week) sequence at 2nd and 3rd year levels

Italian, Dept of Italian, Faculty of Arts
3-year sequence, Hons, MA Pass (coursework), MA (thesis), PhD (thesis)

Japanese, Dept of East Asian Studies, Faculty of Arts
3-year sequence, Hons, MA Pass (coursework), MA (thesis), PhD (thesis)

Korean, Dept of East Asian Studies, Faculty of Arts
1 hour/week/1 year elective available to students of Chinese or Japanese

Spanish, Language Centre, Faculty of Arts
2-year sequence

Welsh (Modern), Language Centre, Faculty of Arts
2-year (3-hours/week) sequence at 2nd and 3rd year levels

Special Features

Spanish is offered through the assistance of the Embassy of Spain and the University of New South Wales. Students who have completed 1st and 2nd year courses at this University may apply to take 3rd and 4th year courses at the University of New South Wales for credit towards the Sydney BA degree.

The Dept of East Asian Studies offers an MA (Pass) by coursework in Applied Japanese for Business Purposes.

In both Arabic and Hebrew there are substantial Classical components even though both languages are legitimately listed as modern languages.

The Celtic languages (Modern Irish, Modern Welsh and Scottish Gaelic) are offered by the Language Centre within the Celtic Studies Program which is otherwise administered from the Dept of History.

An undergraduate program in European Studies is offered through the Centre for European Studies.

Teacher Education

The Faculty of Education offers BEd (Secondary) and DipEd (Secondary) Method Units in French and German and will introduce Units in Chinese and Japanese in 1991.

The Institute of Education offers DipEd Method Units in Arabic, French, German, Hebrew, Indonesian, Italian, Japanese, Modern Greek.

LARC (Language Acquisition Research Centre) offers a Postgraduate Diploma in Modern Language Teaching

Language-related Bodies

Centre for Applied Language Studies
European Studies Centre
Indian Studies Centre
Italian Renaissance Studies Centre
Language Acquisition Research Centre, a division of the National Languages Institute of Australia
Language Centre
Multicultural Centre

Non-award Programs

The Centre for Continuing Education offers courses in the following languages: Chinese, French, German, Hindi, Italian, Japanese, Korean, Modern Greek, Spanish, Thai.

The Language Centre offers a German Reading Course.

The Dept of French Studies offers a 3-hour/week 1-semester Reading Course.

Future Plans

The teaching of Thai will commence in 1991 and will be located initially in the Language Centre. A 3-year sequence will be offered.

The teaching of Korean will commence in 1991 and will be located in the Dept of East Asian Studies. A 3-year sequence will be offered.

Scottish Gaelic has been offered previously and will be offered again as a 3-hour/week 2-year sequence from the Language Centre from 1991 if there is sufficient demand.

1990 Enrolments

UNITS OF STUDY	STUDENTS	EFTSU
Arabic 1A	6	1.8
Arabic 1B	13	4.0
Arabic II HONS	1	0.7
Arabic IIA	1	0.3
Arabic IIA(1)	2	0.3
Arabic IIA(2)	2	0.3
Arabic IIB	1	0.3
Arabic IIB(1)	3	0.5
Arabic IIB(2)	3	0.5
Arabic III	1	0.3
Postgraduate	4	5.0
total ARABIC		**14.00**
Indian Studies II(1)	4	0.7
Indian Studies II(2)	5	0.8
Indian Studies III(1)	2	0.3
Indian Studies III(2)	2	0.3
Indian Studies II non-degree	2	0.6
MA	2	2.0
PhD	1	1.0
total Bengali and Hindi-Urdu		**5.7**

Chinese IA	22	6.7
Chinese IB	45	13.9
Chinese IIA	2	0.6
Chinese IIA(1)	14	2.3
Chinese IIA(2)	14	2.3
Chinese IIA(3)	5	0.9
Chinese IIA(4)	4	0.7
Chinese IIA(S)	4	0.7
Chinese IIB	4	1.2
Chinese IIB(1)	12	2.0
Chinese IIB(2)	11	1.8
Chinese IIB(3)	5	0.8
Chinese IIB(4)	5	0.8
Chinese IIB(S)	2	0.3
Chinese III(3)	5	0.8
Chinese III(4)	4	0.7
Chinese IIIADDITIONAL	5	1.7
Chinese IIIHONS	3	2.0
Chinese IIIA	2	0.7
Chinese IIIA(1)	9	1.5
Chinese IIIA(2)	9	1.5
Chinese IIIA(S)	4	0.7
Chinese IIIB(1)	4	0.7
Chinese IIIB(2)	4	0.7
Chinese IV HONS	5	5.0
Chinese IV HONS (2-year sequence)	2	1.0
total CHINESE		**52.0**
French IA	145	47.0
French IAB	71	23.2
French IB	126	39.7
French IIA	2	0.7
French IIA(1)	69	11.5
French IIA(2)	70	11.6
French IIA(3)	28	4.6
French IIA(4)	6	1.0
French IIA HONS	1	0.7
French IIB	7	1.9
French IIB(1)	47	7.8
French IIB(2)	47	7.8
French IIB(3)	18	3.0
French IIB(4)	1	0.2
French IIB(4)	17	2.8
French III ADDITIONAL	1	0.3
French IIIA	10	3.2
French IIIA(1)	33	5.5
French IIIA(2)	33	5.5
French IIIA(3)	4	0.7
French IIIA(4)	2	0.3
French IIIA(S)	15	2.5

French IIIA HONS	2	1.3
French IIIB	6	2.0
French IIIB(1)	24	4.0
French IIIB(2)	24	4.0
French IIIB(3)	3	0.5
French IIIB(4)	2	0.3
French IV HONS	12	1.2
French IV HONS (1-year course)	2	1.0
French MA HONS	8	6.4
French MA PASS	6	4.1
French PHD	5	4.0
total FRENCH		**210.3**
German IA	65	21.1
German IB	108	34.0
German II(3)	23	3.8
German II(3)	2	0.4
German II(3)	9	1.5
German II(4)	1	0.2
German II(4)	2	0.3
German IIA	5	1.4
German IIB	7	2.1
German IIA(1)	45	7.4
German IIA(2)	45	7.4
German IIB(1)	33	5.8
German IIB(2)	33	5.8
German III(3)	10	1.8
German III(3)	8	1.3
German III(4)	4	0.7
German III(4)	2	0.3
German III ADDITIONAL	6	1.9
German IIIA	2	0.7
German IIIA(1)	21	3.8
German IIIA(2)	21	3.8
German IIIA HONS	4	2.0
German IIIB	3	1.0
German IIIB(1)	11	1.8
German IIIB(2)	11	1.8
German IV HONS	7	7.0
German IV HONS (2-year course)	1	0.5
German MA PASS	2	0.8
German PHD	2	1.5
total GERMAN		**121.9**
Joint Hons French and German	1	0.3
Modern Greek IA	49	15.2

Modern Greek IAB	5	1.6
Modern Greek IB	10	3.2
Modern Greek IIA	7	1.9
Modern Greek IIA(1)	32	5.3
Modern Greek IIA(2)	32	5.3
Modern Greek IIA(H)	1	0.7
Modern Greek IIA(S)	7	1.2
Modern Greek IIB	2	0.6
Modern Greek IIB1	3	0.5
Modern Greek IIB2	3	0.5
Modern Greek IIIA	7	2.3
Modern Greek IIIA1	17	2.8
Modern Greek IIIA2	16	2.7
Modern Greek IIIA HONS	2	1.3
Modern Greek IIIA(S)	3	0.5
Modern Greek IIIB	1	0.3
Modern Greek IV(H)	5	5.0
Modern Greek MA HONS	1	1.0
Modern Greek MA PASS	3	1.5
PhD	4	4.0
total GREEK		**57.4**
Hebrew IA	6	1.9
Hebrew IB	10	3.2
Hebrew IIA	1	0.3
Hebrew IIA(1)	1	0.2
Hebrew IIA(2)	1	0.2
Hebrew III	1	0.3
Hebrew III(1)	1	0.2
Hebrew III(2)	1	0.2
Postgraduate	23	13.5
total HEBREW		**20.0**
Indonesian and Malayan Studies IA	13	4.3
Indonesian and Malayan Studies IB	28	9.0
Indonesian and Malayan Studies II(3)	3	0.5
Indonesian and Malayan Studies II(4)	3	0.5
Indonesian and Malayan Studies IIS	14	2.3
Indonesian and Malayan Studies IIA(1)	15	2.6
Indonesian and Malayan Studies IIA(2)	14	2.5
Indonesian and Malayan Studies IIB(1)	11	1.8
Indonesian and Malayan Studies IIB(2)	12	2.0
Indonesian and Malayan Studies III	3	1.0
Indonesian and Malayan Studies III(1)	17	2.8
Indonesian and Malayan Studies III(2)	16	2.7
Indonesian and Malayan Studies III(3)	2	0.3
Indonesian and Malayan Studies III(4)	1	0.2
Indonesian and Malayan Studies IIIS	4	0.7
Indonesian and Malayan Studies III ADDNL	1	0.3
Indonesian and Malayan Studies III HONS	1	0.7

Indonesian and Malayan Studies IV HONS	2	2.0
MA Pass	2	0.5
MA Hons	2	2.0
PhD	1	1.0
total Indonesian/Malay		39.7
Italian IA	37	12.2
Italian IAB	20	6.6
Italian IB	197	62.7
Italian II(3)	4	0.7
Italian II(3)	1	0.2
Italian II(4)	1	0.2
Italian II(S)	9	1.5
Italian II(S)	6	1.0
Italian IIA	5	1.4
Italian IIA(1)	16	2.7
Italian IIA(2)	16	2.7
Italian IIB	3	0.8
Italian IIB(1)	51	9.0
Italian IIB(2)	49	8.7
Italian III	7	2.3
Italian III(1)	39	6.5
Italian III(2)	38	6.3
Italian III(3)	3	0.5
Italian III(3)	5	1.0
Italian III(4)	1	0.2
Italian III(4)	3	0.5
Italian III(S)	10	1.7
Italian III HONS	3	2.0
Italian IV HONS	4	4.0
Italian IV HONS (2-year course)	1	0.5
Italian MA HONS		3.5
Italian MA PASS	5	2.8
Italian PHD		4.5
total ITALIAN		**146.7**
Japanese IA	48	15.4
Japanese IB	202	63.9
Japanese II(S)	12	2.0
Japanese IIA	4	1.2
Japanese IIA(1)	35	5.8
Japanese IIA(2)	34	5.6
Japanese IIA(3)	7	1.3
Japanese IIA(4)	4	0.7
Japanese IIB	18	5.3
Japanese IIB(1)	81	13.3
Japanese IIB(2)	81	13.3
Japanese III(2)	5	0.8
Japanese III(3)	12	2.0
Japanese III(4)	5	0.8

Japanese III(S)	11	1.8
Japanese IIIA	7	2.1
Japanese IIIA(1)	23	3.8
Japanese IIIA(2)	23	3.8
Japanese IIIA HONS	1	0.7
Japanese (4)IIIB	7	2.3
Japanese IIIB(1)	29	5.0
Japanese IIIB(2)	29	5.0
Japanese IV HONS	5	5.0
Japanese IV HONS (2-year course)	1	0.5
total JAPANESE		**161.4**
East Asian Studies: may include Chinese or Japanese		
MA Pass	15	13.2
MA Hons	11	9.0
PhD	17	13.5
total CHINESE AND JAPANESE		**35.7**
Spanish I	42	13.4
Spanish IAB	11	3.6
total SPANISH		**17.0**
Method Units in the DipEd (Institute of Education)		
Arabic	5	0.8
French	13	2.3
German	7	1.3
Indonesian	1	0.2
Italian	19	3.2
Japanese	5	0.8
Modern Greek	8	1.3
total TEACHER EDUCATION		**9.90**
TOTAL ALL LANGUAGES		**892**

French, Dept of Modern Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of Modern Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Indonesian, Dept of Modern Languages, Faculty of Arts
2-year sequence

Italian, Dept of Modern Languages, Faculty of Arts
3-year sequence, MA (thesis), PhD (thesis)

Japanese, Dept of Modern Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Special Features

Indonesian is taught at the Tasmanian State Institute of Technology campus.

Teacher Education

The Centre for Education offers Method Units in Chinese, French, German, Indonesian, Italian and Japanese, through the Department of Modern Languages.

Non-award Programs

Summer courses are offered in Japanese (beginners', intermediate, advanced, and teaching methodology for native speakers teaching in Tasmanian schools).

Future Plans

A position of Professor of Modern Languages is being advertised.

An Associate Diploma and a Graduate Diploma in Modern Languages are being planned.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
RFR100	French 1A	15	4.37
RFR102	French 1C	21	6.25
RFR201	Oral and written French 2A	16	2.61
RFR202	Outline of French literature	14	1.17
RFR203	Modern French literary studies	16	1.23
RFR209	Oral and written French 2C	6	1.08
RFR210	French civilisation and linguistics	6	0.53
RFR211	French literary studies	6	0.53
RFR301	Oral and written French 3A	3	0.5
RFR302	French lit 18th and 19th century	3	0.5
RFR303	Modern French literary studies	3	0.5
total	**FRENCH**		**19.33**
RGE100	German 1	24	6.63
RGE210	German 2	12	3.13
RGE211	The contemporary novelle	10	0.86
RGE212	Basic business German	9	0.82
RGE220	European literature 2	21	7.20
RGE301	German 3A	5	1.25
RGE302	Drama and fiction of Goethe	5	0.40
RGE303	Poetry from Heine to Benn	5	0.40
RGE304	Literature from Nietzsche to Brecht	4	0.33
total	**GERMAN**		**21.13**
RIN103	Introductory Indonesian	1	0.12
total	**INDONESIAN**	1	**0.12**
RIT100	Italian 1	21	6.40
RIT103	Introductory Italian	33	3.41
RIT201	Italian language	13	2.32
RIT202	Italian literature	12	1.06
RIT203	Italian civilisation	13	1.15
RIT301	Italian advanced language	10	1.24
RIT302	Italian poetry	10	1.24
RIT303	Italian linguistics	10	1.24
RIT304	Italian novels	11	1.36
total	**ITALIAN**		**19.44**
RJA100	Japanese 1	85	22.62
RJA200	Japanese 2	57	19.93
RJA305	Japanese advanced grammar	20	2.54
RJA306	Reading Japanese	23	5.08
RJA307	Spoken Japanese	21	2.66
RJA308	Writing Japanese	18	2.23
RJA331	Modern Japanese literature	5	0.63
RJA332	Technical and business Japanese	4	0.50

RJA334	Professional spoken Japanese	3	0.50
RJA335	Post-war Japan	4	0.50
RAS205	Post-war Japan	35	2.90
total	**JAPANESE**		**57.87**
Teacher Education			
EED539	Curriculum and method - Modern languages	3	0.60
total	**TEACHER EDUCATION**	3	**0.60**
TOTAL	**ALL LANGUAGES**		**118.50**

Non-award programs

The Insearch Language Centre offers the following courses: Chinese (evening), Indonesian (evening, intensive summer), Japanese (evening, intensive summer), Korean (evening) and Thai (evening).

Future Plans

A BA in Social Science will be introduced in 1991. An Asian language 3-year sequence will be available. The specific language has not yet been determined.

A Grad. Dip. Lang. Teach. is also planned.

Arabic, Dept of Language and Culture Studies, Faculty of Arts
4-year sequence: BA (Multidiscipline), BA/BBus
2-year sequence: BA (Interpreting and Translating)
1 year: Graduate Dip Arts (Interpreting and Translating)

Chinese, Dept of Language and Culture Studies, Faculty of Arts
4-year sequence: BA (Multidiscipline), BA/BBus
1 year: Graduate Dip Arts (Interpreting and Translating)

Croatian, Dept of Language and Culture Studies, Faculty of Arts
2-year sequence: BA (Interpreting and Translating)
1 year: Graduate Dip Arts (Interpreting and Translating)

Greek, Dept of Language and Culture Studies, Faculty of Arts
3-year sequence: BA (Multidiscipline)
2-year sequence: BA (Interpreting and Translating)
1 year: Graduate Dip Arts (Interpreting and Translating)

Hebrew (Modern), Dept of Language and Culture Studies, Faculty of Arts
3-year sequence: BA (Multidiscipline)

Indonesian, Dept of Language and Culture Studies, Faculty of Arts
4-year sequence: BA (Multidiscipline), BA/BBus

Italian, Dept of Language and Culture Studies, Faculty of Arts
2-year sequence: BA (Interpreting and Translating)
1 year: Graduate Dip Arts (Interpreting and Translating)

Japanese, Dept of Language and Culture Studies, Faculty of Arts
1 year: Graduate Dip Arts (Interpreting and Translating)

Korean, Dept of Language and Culture Studies, Faculty of Arts
1 year: Graduate Dip Arts (Interpreting and Translating)

Serbian, Dept of Language and Culture Studies, Faculty of Arts
2-year sequence: BA (Interpreting and Translating)
1 year: Graduate Dip Arts (Interpreting and Translating)

Spanish, Dept of Language and Culture Studies, Faculty of Arts
2-year sequence: BA (Interpreting and Translating)
1 year: Graduate Dip Arts (Interpreting and Translating)

Turkish, Dept of Language and Culture Studies, Faculty of Arts
3-year sequence: BA (Multidiscipline)
2-year sequence: BA (Interpreting and Translating)

Vietnamese, Dept of Language and Culture Studies, Faculty of Arts
2-year sequence: BA (Interpreting and Translating)
1 year: Graduate Dip Arts (Interpreting and Translating)

Special Features

The languages offered in the BA (Interpreting and Translating) and Graduate Diploma (Interpreting and Translating) programs are cycled from year to year.

Accredited with National Accreditation Authority for Translators and Interpreters (NAATI) at level 3 in interpreting and translating are 13 languages: Arabic, Chinese, Croatian, Greek, Indonesian, Italian, Japanese, Korean, Serbian and Croatian, Spanish, Turkish, and Vietnamese. For languages of lesser demand, for which a full program is not viable, a scheme operates on a fee-for-service basis. Languages in this scheme can be Khmer, Macedonian, Norwegian and Tagalog.

The College offers a double degree BA/BBus with an overseas trade emphasis. The full program requires 4 years of full-time study. At present, the languages involved are Arabic, Chinese and Indonesian.

Within the BA (Multidiscipline) program, 1-year courses at 3rd year level are offered in Chinese Area Studies, Greek Area Studies, Indonesian Area Studies and Israeli Area Studies.

Teacher Education

The Faculty of Arts/Faculty of Teacher Education (School of Primary Teacher Education) offer a Diploma of Teaching (Primary) / Bachelor of Education (Primary) - Languages Other Than English (LOTE), with Units in Arabic, Chinese, Indonesian, Modern Greek, Modern Hebrew, Serbian and Croatian, and Turkish.

Non-award Programs

Single subject enrolments in language in-service programs for Interpreters and Translators.

Future Plans

An MA and NAATI Level 4 program in Interpreting/Translating will be introduced in 1992.

A Graduate Diploma (Chinese) will be introduced in 1992.

Vietnamese will be introduced in the BA (Multidiscipline) degree in 1992.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
Bachelor of Arts (Multidiscipline)			
ARLR1001	Arabic 1A	15	1.875
ARLR1002	Arabic 1B	15	1.875
Bachelor of Arts (Interpreting and Translating)			
ARIT1121	Arabic 1	11	3.652
ARIT1221	Arabic 2	6	1.164
total ARABIC			**8.566**
Bachelor of Arts (Multidiscipline)			
ARLC1001	Chinese 1A	51	6.499
ARLC1002	Chinese 1B	55	6.875
ARLC2001	Chinese 2A	58	7.250
ARLC2002	Chinese 2B	58	7.250
ARLC3001	Chinese 3A	16	4.000
ARLC3002	Chinese 3B	15	3.750
total CHINESE			**35,624**
Bachelor of Arts (Multidiscipline)			
ARLG1001	Greek 1A	55	6.873
ARLG1002	Greek 1B	56	7.000
ARLG2001	Greek 2A	24	3.000
ARLG2002	Greek 2B	26	3.250
ARLG3001	Greek 3A	28	7.000
ARLG3002	Greek 3B	30	7.500
Bachelor of Arts (Interpreting and Translating)			
	Greek Stream Year 3	11	12.300
total GREEK			**46.923**
Bachelor of Arts (Multidiscipline)			
ARLH1001	Hebrew 1A	18	2.250
ARLH1002	Hebrew 1B	18	2.250
ARLH2001	Hebrew 2A	16	2.000
ARLH2002	Hebrew 2B	16	2.000
ARLH3001	Hebrew 3A	15	3.750
ARLH3002	Hebrew 3B	15	3.750
ARLJ1001	Jewish History and civilisation 1A	25	3.100
ARLJ1002	Jewish History and civilisation 1B	23	2.852
ARLJ3001	Jewish History and civilisation3A	13	3.250
ARLJ3002	Jewish History and civilisation3B	11	2.750
total HEBREW			**27.952**

Bachelor of Arts (Multidiscipline)		
ARLI1001 Indonesian 1A	109	13.625
ARLI1002 Indonesian 1B	109	13.625
ARLI2001 Indonesian 2A	12	1.500
ARLI2002 Indonesian 2B	12	1.500
ARLI3001 Indonesian 3A	7	1.750
ARLI3002 Indonesian 3B	7	1.750
total INDONESIAN		**33.75**
Bachelor of Arts (Interpreting and Translating)		
Italian Stream Year 3	8	10.5
total ITALIAN		**10.5**
Bachelor of Arts (Multidiscipline)		
ARLT3001 Turkish 3A	6	1.500
ARLT3002 Turkish 3B	6	1.500
Bachelor of Arts (Interpreting and Translating)		
ARIT1203 Turkish 2	1	0.166
ARIT1227 Turkish 2	18	3.492
total TURKISH		**6.658**
Bachelor of Arts (Interpreting and Translating)		
ARIT1110 Vietnamese 1	1	0.166
ARIT1123 Vietnamese 1	13	4.316
ARIT1210 Vietnamese 2	1	0.166
ARIT1223 Vietnamese 2	4	0.776
total VIETNAMESE		**5.424**
TOTAL ALL LANGUAGES		**175.397**

Victoria University of Technology

Footscray Institute Campus

Chinese, Dept of Humanities
2 units

Greek (Modern), Dept of Humanities
6 sequential units

Italian, Dept of Humanities
6 sequential units

Japanese, Dept of Humanities
2 units

Macedonian, Dept of Humanities
6 sequential units (phasing out)

Thai, Dept of Humanities
6 sequential units

Vietnamese, Dept of Humanities
1 unit

Royal Melbourne Institute of Technology Campus

Chinese Mandarin, School of Communication and Social Science
6 sequential units

Indonesian, School of Communication and Social Science
6 sequential units

Japanese, School of Communication and Social Science
6 sequential units

Korean, School of Communication and Social Science
2 sequential units

Thai, School of Communication and Social Science
2 sequential units

Western Institute Campus

Spanish, Faculty of Humanities
3-year sequence

Special Features

Chinese, Japanese and Thai units at the Footscray Institute Campus are electives designed specifically for the needs of Business and Engineering students.

A full major or selected units in Spanish at the Western Intitute Campus are available to students in other degree programs, especially BBus and BAppSc.

Distance Education

The Victoria University of Technology does not offer Distance Education courses; however, the Footscray Institute of Technology has been commissioned to prepare one unit of Vietnamese language by NDEC.

Language-related Bodies

Australian Multicultural Professional Association at the Royal Melbourne Institute of Technology.

Non-award Programs

Academic responsibility for LOTE and Interpreting/Translating programs at the Royal Melbourne Institute of Technology is located with the Dept of Social Science in the Technical and Further Education section. Courses and subjects are offered at the Victoria Certificate of Education, Certificate, Associate Diploma, undergraduate and post-graduate levels.
The languages offered are: **Arabic** (Certificate of Interpreting/Translating NAATI level 2), **Croatian** (Certificate of Interpreting/Translating NAATI level 2), **Khmer** (Certificate of Interpreting/Translating NAATI level 2), **Korean** (Advanced Certificate of Applied Language), **Mandarin** (Certificate of Interpreting/Translating NAATI level 2, Advanced Certificate of Applied Language, LOTE Service Teaching), **Indonesian** (Advanced Certificate of Applied Language, LOTE Service Teaching), **Italian** (Certificate of Interpreting/Translating NAATI level 2), **Japanese** (Advanced Certificate of Applied Language, Associate Diploma of Business, LOTE Service Teaching), **Serbian** (Certificate of Interpreting/Translating NAATI level 2), **Spanish** (Certificate of Interpreting/Translating NAATI level 2), **Thai** (Advanced Certificate of Applied

Language), Turkish (Certificate of Interpreting/Translating NAATI level 2), **Vietnamese** (Certificate of Interpreting/Translating NAATI level 2).

Future Plans

At the Footscray Institute Macedonian is being phased out.

Thai will be introduced in 1991.

Japanese will be extended to a submajor at the Footscray Institute and introduced at the Western Institute.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
Royal Melbourne Institute of Technology			
GE086	Chinese 2A		3.8
GE088	Chinese 3A		1.5
total	**CHINESE**		**5.3**
Footscray Institute			
GW301/2	Greek 3A/B	9	8.33
GW401/2	Greek 4A/B	23	20.33
GW501/2	Greek 5A/B	17	15.00
GW601/2	Greek 6A/B	9	7.00
total	**GREEK**		**50.66**
Royal Melbourne Institute of Technology			
GE094	Indonesian 3A		2.5
total	**INDONESIAN**		**2.5**
Footscray Institute			
GJ201/2	Italian 2A/B	10	7.33
GJ301/2	Italian 3A/B	8	7.33
GJ401/2	Italian 4A/B	10	8.00
GJ501/2	Italian 5A/B	5	5.00
GJ601/2	Italian 6A/B	4	2.66
Royal Melbourne Institute of Technology			
GA000	Italian VCE (Tertiary Orientation Program)		11.60
total	**ITALIAN**		**41.92**
Royal Melbourne Institute of Technology			
GA051	Japanese VCE (Tertiary Orientation Program)		10.0
GE096	Japanese 1A (Assoc Dip of Business, Marketing/Japanese)		1.0
GE098	Japanese 2A		4.7
GE100	Japanese 3A		3.3
total	**JAPANESE**		**19.0**
Royal Melbourne Institute of Technology			
GE124	Korean 1A		1.8
total	**KOREAN**		**1.8**
Western Institute			
Spanish A/B (level 1)		32	8.0
Spanish C/D (level 2)		12	3.0
Spanish E/G (level 3)		12	3.0
total	**SPANISH**		**14.0**

Royal Melbourne Institute of Technology

GE130	Thai 1A		3.3
total	**THAI**		**3.3**

Footscray Institute

GV101/2	Vietnamese 1A/B	11	8.33
GV201/2	Vietnamese 2A/B	8	4.00
GV301/2	Vietnamese 3A/B	4	2.66
GV401/2	Vietnamese 4A/B	18	12.66
GV501/2	Vietnamese 5A/B	10	8.00
GV601/2	Vietnamese 6A/B	11	6.33
total	**VIETNAMESE**		**41.98**

Footscray Institute

7 LOTE electives in MBus Admin Course	**24.6**

TOTAL	**ALL LANGUAGES**	**205.06**

French, Dept of French Studies, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of German, Faculty of Arts
3-year sequence, Hons, MA Pass (coursework), MA (thesis), PhD (thesis)

Italian, Dept of Italian, Faculty of Arts
3-year sequence, Hons, MA Pass (coursework), MA (thesis), PhD (thesis)

Japanese, Dept of Economics, Faculty of Economics and Commerce, and Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Special Features

The program of Japanese Studies in the Dept of Economics provides students with an opportunity to pursue a combined degree, including Hons, majoring in both Japanese and Economics. A Master of Japanese Studies is also offered.

The Dept of German offers 'Reading German', a course designed for honours and graduate students, staff and members of the community in all disciplines who wish to gain a reading knowledge of German.

Teacher Education

The Faculty of Education offers a DipEd program: language-specific Method Units are staffed by part-time consultants.

Non-award Programs

University Extension Courses are offered in the following languages: **Chinese** (level 1), **Indonesian** (level 1), **French** (for travellers, level 1A, level 1B, level 2A, level 2B, level 3/4, level 5, level 7), **German** (beginners level 1, beginners level 2), **Greek** (go for Greek, level 1), **Italian** (for travellers, level 1A, level 1B, level 2A, level 2B, level 3, level 5, level 6), **Japanese** (everyday Japanese for beginners, intermediate, advanced, introductory A, introductory B, level 1), **Spanish** (for travellers, level 1, level 2, level 3, level 4).

It is also possible for individuals to take language units offered in degree courses in the University on a fee-paying basis through University Extension.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
050.100	French 100	69	17.250
050.110	French 110	73	18.250
050.250	French 250	34	5.562
050.251	French 251	35	5.728
050.260	French 260	15	2.490
050.261	French 261	13	2.158
050.270	French 270	7	1.080
050.271	French 271	6	0.914
050.350	French 350	28	6.916
050.351	French 351	28	6.916
050.370	French 370	7	1.750
050.371	French 371	7	1.750
050.398	French Special Course 398	1	0.250
050.399	French Special Course 399	2	0.500
050.720	BA Hons (Final year French)	5	3.000
050.811	MA Qualifying (French)	1	0.500
050.821	MA Thesis (French)	3	2.000
050.920	PhD Thesis (French)	3	3.000
total	**FRENCH**		**80.014**
070.100	German 100	36	9.000
070.110	German 110	40	10.000
070.250	German 250	7	1.162
070.251	German 251	7	1.162
070.260	German 260	9	1.494
070.261	German 261	9	1.494
070.270	German Studies 270	10	1.660
070.271	German Studies 271	9	1.494
070.299	German Special Course 299	2	0.416
070.350	German 350	8	2.000
070.351	German 351	7	1.750
070.356	German 356	1	0.250
070.370	German Studies 370	1	0.250
070.371	German Studies 371	1	0.250
070.399	German Special Course 399	1	0.250
070.720	BA Hons (Final year German)	3	1.500
070.920	PhD Thesis (German)	1	1.500
total	**GERMAN**		**35.132**
110.100	Italian 100	24	6.000
110.110	Italian 110	51	12.750
110.250	Italian 250	24	3.984
110.251	Italian 251	25	4.150
110.260	Italian 260	12	1.951
110.261	Italian 261	12	1.951
110.350	Italian 350	19	4.750

110.351	Italian 351	20	5.000
110.360	Italian 360	5	1.250
110.361	Italian 361	5	1.250
110.371	Italian 371	1	0.250
110.499	Italian Special Course 499	1	0.124
110.501	Sociolinguistics	5	1.250
110.502	Italian in Australia	5	1.250
110.503	Italian Language	4	0.664
110.504	Language and Context	4	0.664
110.510	Dissertation (Italian lang & lit)	1	0.166
180.553	From order to diversity	3	0.996
110.720	BA Hons (Final year Italian)	7	4.584
110.821	MA Thesis (Italian)	6	2.500
110.840	MA Coursework (Italian lang & ling)	9	0.000
110.920	PhD Thesis (Italian)	4	2.000
total	**ITALIAN**		**57.484**
401.100	Japanese 100	30	7.500
401.101	Japanese 101	66	16.500
401.110	Japanese 110	72	18.000
401.202	Japanese 202	58	19.174
401.302	Japanese 302	26	11.238
401.332	Japanese 332	1	0.166
401.402	Japanese 402	1	0.500
401.720	BA Hons (Japanese Studies)	1	0.500
401.824	Master of Japanese Studies Thesis & Coursework	3	2.500
total	**JAPANESE**		**76.078**
Method Units in the DipEd			
300.393	Language Communication and Literacy	53	5.300
300.399	Applied Educational Linguistics 399	37	3.700
total	**TEACHER EDUCATION**		**9.000**
TOTAL	**ALL LANGUAGES**		**257.708**

Western Australian College of Advanced Education

Chinese (Mandarin), Dept of Lang Studies, School of Community and Lang Studies
3-year sequence: BA
Graduate Diploma of Arts (Translating/Interpreting)

French, Dept of Language Studies, School of Community and Language Studies
2-year sequence: Associate Diploma of Arts
3-year sequence: BA, Hons
Graduate Diploma of Arts (Translating) (External)

German, Dept of Lang Studies, School of Community and Lang Studies
Assoc Dip of Arts, now phased out - final students completing

Greek (Modern), Dept of Language Studies, School of Community and Language Studies
2-year sequence: Associate Diploma of Arts
3-year sequence: BA

Italian, Dept of Language Studies, School of Community and Language Studies
2-year sequence: Associate Diploma of Arts
3-year sequence: BA Interpreting and Translating
3-year sequence: BA, Hons

Japanese, Dept of Language Studies, School of Community and Language Studies
3-year sequence: BA

Portuguese, Dept of Lang Studies, School of Community and Lang Studies
Assoc Dip of Arts, now phased out - final students completing

Spanish, Dept of Language Studies, School of Community and Language Studies
1 year only: Associate Diploma of Arts
3-year sequence: BA, Hons

Vietnamese, Dept of Lang Studies, School of Community and Lang Studies
now phased out - final students completing

Special Features

Major studies in the BA in all languages presuppose prior knowledge of the language to TEE level or equivalent. In Chinese, Japanese and Spanish, the necessary entry level may be reached by means of one semester's intensive study from beginning level (credited as 4 electives) in the 1st semester. This is called the SILP program (Special Intensive Language Program).

Chinese and Japanese were first introduced in 1990 as a 3-year sequence in the BA. In 1990 only 1st year is offered, 2nd year will commence in 1991.

Languages offered in the Graduate Diploma of Arts (Interpreting and Translating) and the BA (Interpreting and Translating) are accredited by National Accreditation Authority for Translators and Interpreters (NAATI) at level 3.

Distance Education

French, Graduate Dip of Arts (Translating) (external only)
Italian, Assoc Dip of Arts and BA
German, Graduate Dip of Arts (Translating), now phased out - final students completing
Portuguese, Assoc Dip of Arts, now phased out - final students completing
Teacher Education, Graduate Dip of Arts (Language Studies) and BEd in Teaching LOTE, Communications Education/Language Arts.

Teacher Education

The Dept of Communications Education, School of Education, offers Method Units in Modern Languages (French, Italian, Japanese and Spanish) in BA(Ed), BEd and DipEd programs.

Future Plans

German will be offered as a 3-year sequence for the BA program from 1992.

Indonesian/Malay will be offered in cooperation with Curtin University, possibly in 1992.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
CHI1001	Introductory Chinese	20	2.500
CHI1002	Basic Chinese	13	1.650
CHI1003	Elementary Chinese	13	1.650
CHI1004	Post Elementary Chinese	13	1.650
INT4021	Translation Theory Chinese	2	0.250
INT4129	Translating/Interpreting for Travel and Tourism	2	0.250
CHI1002	Basic Chinese	7	0.850
CHI1120	Chinese Society 1	12	1.500
CHI1130	Chinese Living Things 1	11	1.375
CHI1140	Chinese Science and Technology 1	11	1.375
CHI1151	Chinese Arts 1	13	1.625

CHI4101	Zhong Guo Wen Hua Yanjiu	3	0.375
CHI4200	Chinese for Int/Trans 2	1	0.375
INT4124	Commercial Trans/Int-CHinese	5	0.625
INT4128	Trans/Int in Media-Chinese	4	0.500
total	**CHINESE**		**16.350**
FRE1125	French Society 1	18	2.100
FRE1130	French Living Things 1	7	0.900
FRE2225	French Society 2	11	1.550
FRE2230	French Living Things 2	9	1.200
FRE3325	French Society 3	3	0.450
FRE3330	French Living Thnigs 3	5	0.750
FRE4100	French for Int/Trans 1	1	0.150
FRE4101	La civilisation française	2	0.250
FRE1140	French Science and Tech 1	11	1.416
FRE1151	French The Arts 1	12	1.404
FRE2240	French Science and Tech 2	9	1.141
FRE2250	French The Arts 2	11	1.391
FRE3340	French Science and Tech 3	5	0.749
FRE3350	French The Arts 3	4	0.583
INT4111	Legal Trans and Int French	1	0.125
INT4114	Commercial Trans and Int French	1	0.125
total	**FRENCH**		**14.710**
GER4100	Deutsche Landeskunde	1	0.150
INT4106	Trans and Int in Education	1	0.150
GER3550	German for Int and Trans 5	1	0.125
total	**GERMAN**		**0.425**
GRE1100	Intro Oral Modern Greek	1	0.150
GRE1101	Intro WrittenModern Greek	1	0.150
GRE2504	Modern Greek Education	2	0.150
GRE2505	Modern Greek Novel	1	0.150
GRE1201	Basic OralModern Greek	2	0.291
GRE2303	Modern Greek Short Story	2	0.250
GRE2506	Modern Greek Legal and Social security	1	0.166
GRE2507	Modern Greek Culture, Poetry	1	0.125
total	**GREEK**		**1.533**
ITA1100	Introductory Italian	7	0.800
ITA1100	Introductory Italian	19	2.050
ITA1120	Italian Society 1	12	1.500
ITA1130	Italian Living Things 1	18	2.200
ITA2220	Italian Society 2	13	1.600
ITA2230	Italian Living Things 2	9	1.200
ITA2300	Italian Primary	3	0.400
ITA2300	Italian Primary	6	0.700
ITA3320	Italian Society 3	5	0.800
ITA3330	Italian Living Things 3	2	0.300
ITA3500	Italian Intermediate 2	1	0.150

ITA3500	Italian Intermediate 2	2	0.20
INT3101	Legal Int and Trans	8	1.050
INT3104	Commercial Int and Trans	8	1.100
ITA1140	Italian Science and Tech 1	11	1.375
ITA1151	Italian The Arts 1	15	1.755
ITA1200	Basic Italian	4	0.541
ITA1200	Basic Italian	11	1.333
ITA2240	Italian Science and Tech 2	12	1.466
ITA2250	Italian The Arts 2	12	1.466
ITA2400	Italian Intermediate 1	3	0.375
ITA2400	Italian Intermediate 1	5	0.571
ITA3340	Italian Science and Tech 3	5	0.749
ITA3350	Italian The Arts 3	6	0.916
INT3102	Medical Int and Trans	8	1.249
INT3103	Welfare Int and Trans	8	1.290
total	**ITALIAN**		**27.139**
JLS1001	Introductory Japanese	30	3.750
JLS1001	Introductory Japanese	41	5.150
JLS1002	Basic Japanese	29	3.650
JLS1003	Elementary Japanese	29	3.650
JLS1004	Post-Elementary Japanese	29	3.650
JLS1120	Japanese Society 1	6	0.700
JLS1130	Japanese Living Things 1	4	0.500
JLS1002	Basic Japanese	15	1.850
JLS1002	Basic Japanese	10	1.291
JLS1120	Japanese Society 1	18	2.291
JLS1130	Japanese Living Things 1	19	2.375
JLS1140	Japanese Science and Tech 1	19	2.375
JLS1151	Japanese The Arts 1	24	2.987
total	**JAPANESE**		**33.870**
SPA1001	Introductory Spanish	7	0.900
SPA1002	Basic Spanish	7	0.900
SPA1003	Elementary Spanish	7	0.900
SPA1004	Post-Elementary Spanish	7	0.900
SPA2220	Spanish Society 2	9	1.150
SPA2230	Spanish Living Things 2	9	1.150
SPA3320	Spanish Society 3	10	1.550
SPA3330	Spanish Living Things 3	10	1.600
SPA4400	Spanish Research orientation	1	0.150
HLS5101	Spanish Hons Language Studies	1	0.150
SPA1120	Spanish Society 1	5	0.600
SPA1130	Spanish Living Things 1	6	0.725
SPA1140	Spanish Science and Tech 1	2	0.250
SPA2240	Spanish Science and Tech 2	9	1.208
SPA2250	Spanish The Arts 2	9	1.208
SPA3340	Spanish Science and Tech 3h	8	1.332
SPA3350	Spanish The Arts 3	8	1.332
total	**SPANISH**		**16.005**

VIE2302	Vietnamese Health	2	0.250
VIE2304	Vietnamese Education	2	0.250
VIE2304	Vietnamese Education	1	0.125
VIE2304	Vietnamese Short Novel	1	0.166
total	**VIETNAMESE**		**0.791**

INT1100	Interpreting and Translating	1	0.150
INT1100	Interpreting and Translating	10	1.30
INT2200	Interpreting and Translating	5	0.625
LED2101	Language Methods 1	19	2.300
LED2201	Language Methods 2	16	1.900
LED4290	Advanced Method in Mod Lang	5	0.620
total	**NON-LANGUAGE SPECIFIC**		**6.895**
TOTAL	ALL LANGUAGES		117.718

Macarthur Campus

Arabic, School of Education and Language Studies
3-year sequence
BA (Interpreting and Translation), BA (Community Languages)

French, School of Education and Language Studies
3-year sequence
BA (Community Languages)

German, School of Education and Language Studies
3-year sequence
BA (Interpreting and Translation), BA (Community Languages)

Italian, School of Education and Language Studies
3-year sequence
BA (Interpreting and Translation), BA (Community Languages)

Spanish, School of Education and Language Studies
3-year sequence
BA (Interpreting and Translation), BA (Community Languages)

Vietnamese, School of Education and Language Studies
3-year sequence
BA (Interpreting and Translation), BA (Community Languages)

Special Features

Languages offered in the BA (Interpreting and Translation) are accredited by National Accreditation Authority for Translators and Interpreters (NAATI) at level 3.

Some students at the Nepean Campus use the Nepean's Course Links Scheme with Macquarie University to study there French, German and the Slavonic languages.

Teacher Education

The School of Education and Language Studies offers a DipEd with Method Units in Arabic, French, German, Italian, Spanish and Vietnamese.

LARC (Language Acquisition Research Centre) offers a Postgraduate Diploma in

Modern Language Teaching.

Language-related Bodies

LARC (Language Acquisition Research Centre), which is a division of the National Languages Institute of Australia, and which is located at the University of Sydney, has a branch at the University of Western Sydney, Macarthur.

Future Plans

In 1991 at the Nepean Campus, the University will begin the teaching of Japanese within the BA (Liberal Studies/ Asian Studies Major).

Commencing in 1991, Bahasa Indonesia will be taught at the University of Western Sydney, Macarthur as part of the BA (Community Languages), possibly on both the Milperra and Campbelltown Campuses.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
A1033	Arabic as a Working Language 1		
A2025	Arabic as a Working Language 2		
A3167	Arabic as a Working Language 3		
A3168	Arabic as a Working Language 4		
A1716	Arabic Cultural Studies 1		
A2716	Arabic Cultural Studies 2		
A3716	Arabic Cultural Studies 3		
A4716	Arabic Cultural Studies 4		
A1334	Interpreting 1 (English-Arabic)		
A2334	Interpreting 2 (English-Arabic)		
A3334	Interpreting 3 (English-Arabic)		
A4334	Interpreting 4 (English-Arabic)		
A6002	Interpreting 4 (English-Arabic)		
A5334	Interpreting 5 (English-Arabic)		
A1390	Translation 1 (English-Arabic)		
A1344	Translation 1 (English-Arabic)		
A2344	Translation 2 (English-Arabic)		
A3344	Translation 3 (English-Arabic)		
A5003	Translation 3 (English-Arabic)		
A4349	Translation 4 (English-Arabic)		
A4344	Translation 4 (English-Arabic)		
A5344	Translation 5 (Arabic-English)		
A5344	Translation 5 (English-Arabic)		
total	**ARABIC**	**40**	**17.6**

A3713	French 3a		
A3714	French 3b		
A4713	French 4a		
A4714	French 4b		
A1710	French as a Working Language 1		
A2710	French as a Working Language 2		
A3710	French as a Working Language 3		
A1717	French Cultural Studies 1		
A2717	French Cultural Studies 2		
A3717	French Cultural Studies 3		
A4717	French Cultural Studies 4		
total	**FRENCH**	**9**	**4.4**
A1310	German 1a		
A1321	German 1b		
A2320	German 2a		
A2321	German 2b		
A3320	German 3a		
A5321	German 3b		
A4320	German 4a		
A6320	German 4b		
A1035	German as a Working Language 1		
A2027	German as a Working Language 2		
A3173	German as a Working Language 3		
A1718	German Cultural Studies 1		
A2718	German Cultural Studies 2		
A3718	German Cultural Studies 3		
A4718	German Cultural Studies 4		
A1333	Interpreting 1 (English-German)		
A3333	Interpreting 3 (English-German)		
A4333	Interpreting 4 (English-German)		
A5333	Interpreting 5 (English-German)		
A1343	Translation 1 (English-German)		
A1395	Translation 1 (English-German)		
A2343	Translation 2 (English-German)		
A3343	Translation 3 (English-German)		
A4343	Translation 4 (English-German)		
A5343	Translation 5 (English-German)		
A5348	Translation 5 (German-English)		
total	**GERMAN**	**26**	**11.7**
A1385	Interpreting 1 (English-Italian)		
A1332	Interpreting 1 (English-Italian)		
A2332	Interpreting 2 (English-Italian)		
A3332	Interpreting 3 (English-Italian)		
A5006	Interpreting 3 (English-Italian)		
A4332	Interpreting 4 (English-Italian)		
A5332	Interpreting 5 (English-Italian)		
A1322	Italian 1a		

A13232	Italian 1b		
A2322	Italian 2a		
A2323	Italian 2b		
A3322	Italian 3a		
A5323	Italian 3b		
A4322	Italian 4a		
A6323	Italian 4b		
A1036	Italian as a Working Language 1		
A2028	Italian as a Working Language 2		
A3176	Italian as a Working Language 3		
A3177	Italian as a Working Language 4		
A1720	Italian Cultural Studies 1		
A2720	Italian Cultural Studies 2		
A3720	Italian Cultural Studies 3		
A4720	Italian Cultural Studies 4		
A1392	Translation 1 (English-Italian)		
A2342	Translation 2 (English-Italian)		
A3342	Translation 3 (English-Italian)		
A5007	Translation 3 (English-Italian)		
A4342	Translation 4 (English-Italian)		
A4347	Translation 4 (Italian-English)		
A5342	Translation 5 (English-Italian)		
A5347	Translation 5 (Italian-English)		
total	**ITALIAN**	47	20.9
A1719	Hispanic Cultural Studies 1		
A2719	Hispanic Cultural Studies 2		
A3719	Hispanic Cultural Studies 3		
A4719	Hispanic Cultural Studies 4		
A1331	Interpreting 1 (English-Spanish)		
A2331	Interpreting 2 (English-Spanish)		
A3331	Interpreting 3 (English-Spanish)		
A4331	Interpreting 4 (English-Spanish)		
A5331	Interpreting 5 (English-Spanish)		
A1324	Spanish 1a		
A1325	Spanish 1b		
A2324	Spanish 2a		
A2325	Spanish 2b		
A3324	Spanish 3a		
A3325	Spanish 3b		
A4324	Spanish 4a		
A4325	Spanish 4b		
A1037	Spanish as a Working Language 1		
A2029	Spanish as a Working Language 2		
A3179	Spanish as a Working Language 3		
A3180	Spanish as a Working Language 4		
A1341	Translation 1 (English-Spanish)		
A2341	Translation 2 (English-Spanish)		
A3341	Translation 3 (English-Spanish)		
A4341	Translation 4 (English-Spanish)		

A4009	Translation 4 (English-Spanish)		
A4346	Translation 4 (Spanish-English)		
A5341	Translation 5 (English-Spanish)		
A5346	Translation 5 (Spanish-English)		
total	**SPANISH**	57	25.3
A1330	Interpreting 1 (English-Vietnamese)		
A2330	Interpreting 2 (English-Vietnamese)		
A3330	Interpreting 3 (English-Vietnamese)		
A4330	Interpreting 4 (English-Vietnamese)		
A5330	Interpreting 5 (English-Vietnamese)		
A1340	Translation 1 (English-Vietnamese)		
A2340	Translation 2 (English-Vietnamese)		
A3340	Translation 3 (English-Vietnamese)		
A4340	Translation 4 (English-Vietnamese)		
A4345	Translation 4 (Vietnamese-English)		
A5340	Translation 5 (English-Vietnamese)		
A5345	Translation 5 (Vietnamese-English)		
A1038	Vietnamese as a Working Language 1		
A2030	Vietnamese as a Working Language 2		
A3182	Vietnamese as a Working Language 3		
A3183	Vietnamese as a Working Language 4		
A1721	Vietnamese Cultural Sudies 1		
A2721	Vietnamese Cultural Sudies 2		
A3721	Vietnamese Cultural Sudies 3		
A4721	Vietnamese Cultural Sudies 4		
total	**VIETNAMESE**	26	10.9
Method Units in the DipEd			
total	TEACHER EDUCATION	29	6.32
TOTAL	ALL LANGUAGES		97.12

University of Wollongong

French, Dept of Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

German, Dept of Languages, Faculty of Arts
3-level intensive summer sessions

Indonesian, Dept of Languages, Faculty of Arts
2-year sequence

Italian, Dept of Languages, Faculty of Arts
3-year sequence, Hons, MA (thesis), PhD (thesis)

Spanish, Dept of Languages, Faculty of Arts
1 year, or 3-level intensive summer sessions

Special Features

German and Spanish are offered for credit towards a BA in intensive summer sessions of 6 hours lecture/tutorial per week for 7 weeks. An introductory 1st year Spanish course is offered.

A 3rd-year Italian elective unit,"Italian IIIA language", is recognised by the National Accreditation Authority for Translators and Interpreters. Students who complete the requirements of the unit will obtain accreditation as Interpreter and/or Translator at Level 2.

Teacher Education

The Faculty of Education offers a DipEd with Method Units in French and Italian.

Future Plans

Japanese will be introduced in 1991: a double degree BA/BComm will have a 5-year sequence in Japanese, including in-country experience.

1990 Enrolments

CODE	UNITS OF STUDY	STUDENTS	EFTSU
LANG103	Introductory French	50	12.5
LANG111	French IA language	6	0.75
LANG112	French IB language	5	0.75
LANG121	Aspects of the 20th c in France	5	0.75
LANG122	Aspects of the 19th c in France	5	0.75
LANG201	French IIC language	12	1.50
LANG202	French IID language	11	1.375
LANG211	French IIA language	3	0.375
LANG212	French IIB language	3	0.375
LANG221	Aspects of the 18th c in France	1	0.125
LANG222	Aspects of the 17th c in France	1	0.125
LANG231	Aspects of the 20th c in France	8	1.000
LANG232	Aspects of the 19th c in France	8	1.000
LANG286	Language for Musicians II	2	0.250
LANG301	French IIIC language	7	0.875
LANG302	French IIID language	7	0.875
LANG315	French IIIA language B	1	0.125
LANG316	French IIIB language B	1	0.125
LANG325	The 19th c Novel in France	3	0.375
LANG328	French cinema	3	0.375
LANG331	Aspects of the 18th c in France	5	0.625
LANG332	Aspects of the 17th c in France	5	0.625
total	**FRENCH**		**25.250**
LANG175	Introductory German level 1	16	1.960
total	**GERMAN**		**1.960**
LANG180	Introductory Indonesian/Malaysian A	10	1.750
LANG181	Introductory Indonesian/Malaysian B	6	0.750
LANG182	Indonesian/Malaysian IA	1	0.125
total	**INDONESIAN/MALAYSIAN**		**2.125**
LANG153	Introductory Italian	36	8.000
LANG161	Italian IA language	10	1.250
LANG162	Italian IB language	10	1.250
LANG171	20th c Italy and the Italian novel	6	0.750
LANG172	Italian theatre of the 20th c	6	0.750
LANG184	Language for musicians I	4	0.372
LANG251	Italian IIC language	13	1.625
LANG251	Italian IID language	12	1.500
LANG261	Italian IIA language	6	0.750
LANG262	Italian IIB language	6	0.750
LANG271	The Italian Renaissance	5	0.625
LANG272	Dante's Inferno	4	0.625
LANG281	2oth c Italy and the Italian novel	7	0.875
LANG282	Italian theatre of the 20th c	7	0.875

LANG351	Italian IIIC language	6	0.750
LANG352	Italian IIID language	6	0.750
LANG361	Italian IIIA language	10	1.250
LANG362	Italian IIIB language	10	1.250
LANG371	Language and society	8	1.000
LANG372	Italian-Australian studies	7	1.000
LANG381	The Italian renaissance	3	0.375
LANG383	Dante's Inferno	1	0.175
LANG383	The novel and society in 20th c Italy I	3	0.325
LANG384	The novel and society in 20th c Italy II	3	0.375
LANG391	The theatre of Goldoni	1	0.125
LANG393	Dante's Purgatorio	2	0.375
LANG953	Advanced topics in Italian	1	1.000
total	**ITALIAN**		**28.747**
LANG425	Combined French-Italian Hons	1	0.500
LANG143	Introductory Spanish	21	5.250
LANG173	Introductory Spanish level 1	17	1.054
total	**SPANISH**		**6.300**
TOTAL	**ALL LANGUAGES**		**64.382**

APPENDIX 3

LANGUAGES OFFERED IN AWARD PROGRAMS

The following information derives from Appendix 2 and should be read in conjunction with information provided there.

When data on a particular language are missing for an institution, this can be for a variety of reasons: a) a language is offered by one institution but coordinated from another - eg, Arabic and Ukrainian at the University of Adelaide are coordinated from the University of Sydney and Macquarie University respectively; b) a language is offered as a component of a larger unit - eg, Occitan and Romanian at Flinders University are included in French units, and Javanese and Sundanese at Monash are part of Indonesian units; c) a language is listed but not offered in 1990, since it is cycled with others from year to year - eg, Croatian, Korean and Serbian at Victoria College; d) data were not supplied - eg, Irish and Welsh at the University of Sydney.

Languages for which no enrolment figures are available are not listed here. They are Irish, Javanese, Latvian, Occitan, Romanian, Sundanese, Tibetan and Welsh.

Decimal figures are rounded off to the nearest full number.

Arabic

	EFTSU
The University of Adelaide	--
The Australian National University	4.87
The University of Melbourne	10.16
Phillip Institute of Technology	2.96
The University of Sydney	14.00
Victoria College	8.57
The University of Western Sydney	17.60
TOTAL: 7 INSTITUTIONS	58

Bengali and Hindi-Urdu

	EFTSU
The University of Sydney	5.70
TOTAL: 1 INSTITUTION	6

Chinese (Mandarin)

	EFTSU
The University of Adelaide	55.20
The Australian National University	44.33
The University of Canberra	17.44
Griffith University	66.87
La Trobe University	16.76
Macquarie University	43.90
The University of Melbourne	42.17
Monash University	52.14
Murdoch University	58.80
The University of Newcastle	--
The University of New England	1.62
The University of New South Wales	13.24
The University of Queensland	56.90
South Australian Institute of Technology	5.30
University College of Southern Queensland	3.00
The University of Sydney	52.00
Victoria College	35.62
Victoria University of Technology	5.30
Western Australian College of Advanced Education	16.35
TOTAL: 19 INSTITUTIONS	587

Croatian

	EFTSU
Macquarie University	15.8
Victoria College	--
TOTAL: 2 INSTITUTIONS	16

Czech

	EFTSU
Monash University	0.25
TOTAL: 1 INSTITUTION	1

Dutch

	EFTSU
The University of Melbourne	7.07
The University of Sydney	--
TOTAL: 1 INSTITUTION	7

French

	EFTSU
The University of **Adelaide**	74.00
The **Australian National University**	57.69
The **Flinders** University of South Australia	67.42
James Cook University of North Queensland	29.47
La Trobe University	73.78
Macquarie University	77.60
The University of **Melbourne**	83.58
Monash University	94.56
Murdoch University	6.88
The University of **Newcastle**	31.50
The University of **New England**	109.07
The University of **New South Wales**	94.36
The University of **Queensland**	113.97
Queensland University of **Technology**	16.85
South Australian Institute of Technology	9.90
The University of **Sydney**	210.30
The University of **Tasmania**	19.33
The University of **Western Australia**	80.01
Western Australian College of Advanced Education	14.71
The University of **Western Sydney**	4.40
The University of **Wollongong**	25.25
TOTAL: 21 INSTITUTIONS	1295

German

	EFTSU
The University of **Adelaide**	76.90
The **Australian National University**	29.01
Catholic College of Education	18.00
La Trobe University	1.48
Macquarie University	38.70
The University of **Melbourne**	79.27
Monash University	75.05
The University of **Newcastle**	34.94
The University of **New England**	60.41
The University of **New South Wales**	47.22
The University of **Queensland**	92.25
Queensland University of **Technology**	8.00
South Australian Institute of Technology	10.20
The University of **Sydney**	121.90
The University of **Tasmania**	21.13
The University of **Western Australia**	35.13
Western Australian College of Advanced Education	0.42
The University of **Western Sydney**	11.70
The University of **Wollongong**	1.96
TOTAL: 19 INSTITUTIONS	764

Greek (Modern)

	EFTSU
Charles Sturt University	2.50
The **Flinders** University of South Australia	27.31
La Trobe University	69.60
Macquarie University	19.30
The University of **Melbourne**	15.19
Monash University	25.58
The University of **New England**	35.41
The University of **New South Wales**	9.62
Phillip Institute of Technology	13.72
South Australian College of Advanced Education	16.85
The University of **Sydney**	57.40
Victoria College	46.92
Victoria University of Technology	50.66
Western Australian College of Advanced Education	1.53
TOTAL: 14 INSTITUTIONS	392

Hebrew (Modern)

	EFTSU
The University of Melbourne	7.44
The University of Sydney	20.00
Victoria College	27.95
TOTAL: 3 INSTITUTIONS	55

Hindi

	EFTSU
The Australian National University	3.95
The University of Melbourne	5.41
TOTAL: 2 INSTITUTIONS	9

Indonesian/Indonesian-Malay

	EFTSU
The Australian National University	25.78
Charles Sturt University	5.75
Curtin University of Technology	14.98
The Flinders University of South Australia	31.05
Griffith University	51.62
James Cook University of North Queensland	10.92
La Trobe University	26.52
The University of Melbourne	11.41
Monash University	27.77
Murdoch University	59.00
The University of New England	2.87
The University of New South Wales	7.50
Northern Territory University	8.12
Queensland University of Technology	23.75
South Australian College of Advanced Education	10.75
University College of Southern Queensland	12.25
The University of Sydney	39.70
The University of Tasmania	0.12
Victoria College	33.75
Victoria University of Technology	2.50
The University of Wollongong	2.12
TOTAL: 21 INSTITUTIONS	408

Italian

	EFTSU
The University of Adelaide	--
The Australian National University	13.76
Catholic College of Education	39.00
Institute of Catholic Education	11.16
The Flinders University of South Australia	62.76
Griffith University	22.05
James Cook University of North Queensland	14.66
La Trobe University	85.00
Macquarie University	15.70
The University of Melbourne	47.53
Monash University	43.78
Murdoch University	10.01
The University of New England	59.41
Phillip Institute of Technology	15.03
Queensland University of Technology	8.49
South Australian College of Advanced Education	41.00
South Australian Institute of Technology	6.00
Swinburne Institute of Technology	37.15
The University of Sydney	146.70
The University of Tasmania	19.44
Victoria College	10.50
Victoria University of Technology	41.92
The University of Western Australia	57.48
Western Australian College of Advanced Education	27.13
The University of Western Sydney	20.90
The University of Wollongong	28.74
TOTAL: 26 INSTITUTIONS	885

Japanese

	EFTSU
The University of **Adelaide**	112.50
The **Australian National** University	118.39
Bond University	9.75
The University of **Canberra**	43.83
Catholic College of Education	69.00
University College of **Central Queensland**	83.00
Charles Sturt University	--
Curtin University of Technology	48.60
Griffith University	253.37
James Cook University of North Queensland	55.51
La Trobe University	69.49
Macquarie University	79.50
The University of **Melbourne**	62.25
Monash University	312.53
Murdoch University	33.80
The University of **Newcastle**	86.87
The University of **New England**	6.00
The University of **New South Wales**	95.85
The University of **Queensland**	7.10
Queensland University of **Technology**	--
South Australian Institute of Technology	14.60
Swinburne Institute of Technology	87.43
The University of **Sydney**	161.40
The University of **Tasmania**	57.87
Victoria College	--
Victoria University of Technology	10.99
The University of **Western Australia**	76.07
Western Australian College of Advanced Education	33.87
TOTAL: 28 INSTITUTIONS	**1998**

Korean

	EFTSU
The Australian National University	4.66
Griffith University	22.25
Monash University	4.76
The University of Queensland	4.17
Swinburne Institute of Technology	10.09
The University of Sydney	--
Victoria College	--
Victoria University of Technology	1.80
TOTAL: 8 INSTITUTIONS	48

Lao

	EFTSU
The Australian National University	0.17
TOTAL: 1 INSTITUTION	1

Lithuanian

	EFTSU
Monash University	0.13
TOTAL: 1 INSTITUTION	1

Macedonian

	EFTSU
Macquarie University	7.90
Victoria University of Technology	--
TOTAL: 2 INSTITUTIONS	8

Polish

	EFTSU
Macquarie University	13.60
Monash University	0.76
TOTAL: 2 INSTITUTIONS	14

Portuguese

	EFTSU
La Trobe University	2.65
Western Australian College of Advanced Education	--
TOTAL: 2 INSTITUTIONS	3

Russian

	EFTSU
The University of **Adelaide**	--
The **Australian National University**	13.55
The **Flinders** University of South Australia	--
Macquarie University	14.60
The University of **Melbourne**	26.73
Monash University	18.08
The University of **New South Wales**	25.27
The University of **Queensland**	70.01
TOTAL: 8 INSTITUTIONS	168

Serbian

	EFTSU
Macquarie University	7.70
Victoria College	--
TOTAL: 2 INSTITUTIONS	8

Serbo-Croatian

	EFTSU
Monash University	0.71
TOTAL: 1 INSTITUTION	1

Slovenian

	EFTSU
Macquarie University	2.7
TOTAL: 1 INSTITUTION	3

Spanish

	EFTSU
The University of **Adelaide**	--
The University of **Canberra**	21.85
The **Flinders** University of South Australia	95.71
La Trobe University	82.42
Monash University	43.42
The University of **New South Wales**	105.67
The University of **Sydney**	17.00
Victoria College	--
Victoria University of Technology	14.00
Western Australian College of Advanced Education	16.00
The University of **Western Sydney**	25.30
The University of **Wollongong**	6.30
TOTAL: 12 INSTITUTIONS	428

Swedish

	EFTSU
The University of Melbourne	10.36
TOTAL: 1 INSTITUTION	10

Thai

	EFTSU
The Australian National University	11.68
Monash University	4.12
Victoria University of Technology	3.30
TOTAL: 3 INSTITUTIONS	19

Turkish

	EFTSU
Phillip Institute of Technology	4.10
Victoria College	6.65
TOTAL: 2 INSTITUTIONS	11

Ukrainian

	EFTSU
The University of Adelaide	--
Macquarie University	10.90
Monash University	1.76
TOTAL: 3 INSTITUTIONS	13

Urdu

	EFTSU
The Australian National University	0.8
TOTAL: 1 INSTITUTION	1

Vietnamese

	EFTSU
The Australian National University	--
Institute of Catholic Education	1.08
Phillip Institute of Technology	10.12
South Australian College of Advanced Education	5.08
Victoria University of Technology	41.98
Western Australian College of Advanced Education	0.79
The University of Western Sydney	10.90
TOTAL: 7 INSTITUTIONS	70

APPENDIX 4

CALL FOR SUBMISSIONS

THE TEACHING OF MODERN LANGUAGES IN AUSTRALIAN HIGHER EDUCATION

(A Review conducted for the Department of Employment, Education and Training, under the auspices of the Australian Advisory Council on Languages and Multicultural Education and the Languages Institute of Australia)

CALL FOR SUBMISSIONS

Individuals, organisations and institutions are invited to make submissions to this national review of languages, chaired by Professor Barry Leal, Deputy Vice-Chancellor (Academic), Macquarie University. The Review will report in late 1990. Submissions are particularly welcome which address such issues as:

- Languages and Australia's social, economic, cultural and strategic needs
- Perceptions of the relative importance of particular languages
- Provision in Higher Education of the various languages spoken within Australia
- Efficiency and effectiveness in language teaching
- Intensive, traditional and other types of courses in languages
- Links with school education
- Continuity of opportunity for language learning
- Encouragement and rewards for language learning
- Teacher training
- Technology and languages
- Distance education and languages
- Part-time education and languages

Anyone intending to make a submission is encouraged first to contact the Executive Officer to obtain a copy of the Review's Terms of Reference.

The Review would also like to hear from recent (within last 5 years) graduates who undertook languages study as part of their course. A specific questionnaire will be sent to such graduates, who are invited to contact the Executive Officer.

SUBMISSIONS SHOULD BE SENT TO:
Mr. Graham Sims
Executive Officer
Review of the Teaching of Modern Languages
in Higher Education
Level 19, Town Hall House
456 Kent street
Sydney NSW 2000

CLOSING DATE FOR SUBMISSIONS:
FRIDAY 8TH JUNE 1990
(Further Information - Phone 02-2693271)

APPENDIX 5

SUBMISSIONS RECEIVED

LIST OF SUBMISSIONS

INSTITUTIONS

The University of Adelaide

- The University of Adelaide
- Professor Anthony Stephens, Department of German

Ballarat University College

Bond University

- Professor Andrew Lian, School of Humanities and Social Sciences

The University of Canberra

- Working party from Faculties of Education and Communication and the A.C.T. Department of Education

Catholic College of Education

Institute of Catholic Education (Mercy Campus)

University College of Central Queensland

- School of Humanities and Social Sciences
- School of Education

Charles Sturt University-Mitchell

Curtin University of Technology

- Dr W. Christensen and Dr N. Saunders, School of Social Sciences

The Flinders University of South Australia

- M.J Scurrah, Spanish Discipline, School of Humanities
- Margaret Baker, Italian Discipline, School of Humanities

Griffith University

- Division of Asian and International Studies
- Division of Humanities (Italian Studies)
- Ms Sharon Karfs, Faculty of Education and The Arts (Gold Coast C.A.E.)

James Cook University of North Queensland

La Trobe University

- La Trobe University
- Greek Studies Unit
- Division of Asian Languages
- Department of French
- Department of Italian Studies
- Department of Spanish

Macquarie University

- School of Modern Languages
- Professor D.L Holm (Asian Studies Committee), School of Modern Languages
- Dr Ilija Casule, Slavonic Studies
- Dr Aleksandar Pavkovic, Slavonic Studies
- Serbian Studies Foundation
- National Centre for English Language Teaching and Research
- Dr Tamsin Roberts, National Centre for English Language and Research
- Centre for Evening and External Studies
- School of Education
- Ms Lea Smedley, Teacher Education Program

The University of Melbourne

- The University of Melbourne
- Dr. P.Cubberley, Department of Russian
- Julia Mason and Noel Murray, Student Union Incorporated

Monash University

- Dr S. Vladiv Glover, Department of German Studies and Slavic Studies

Murdoch University

- School of Humanities

National Library of Australia

The University of Newcastle

- Department of Modern Languages
- Department of Cultural and Curriculum Studies
- French Section, Department of Modern Languages
- Mr M.P. Connon, Department of Modern Languages
- Mrs G. Reeves, Language Laboratory

The University of New England

- The University of New England

- Ms Takamoto Tomada (Lecturer Japanese/Asian Studies) and Mr Brian May, School of Education (Northern Rivers)

The University of New South Wales

- Institute of Languages
- Faculty of Arts
- Dr. Bettina Boss, Department of German

The University of Queensland

- Working Party, Department of Russian

The South Australian College of Advanced Education

- Working Party The South Australian College of Advanced Education
- Library
- E. Tudini and G. Chiro, School of Arts & Humanities

The South Australian Institute of Technology

University College of Southern Queensland

Swinburne Institute of Technology

- Ms Laura Bregu-Hougaz, Department of Humanities

The University of Sydney

- The University of Sydney
- Associate Professor Margaret Clunies Ross, Department of English
- Professor Michael Jeffreys, Department of Modern Greek
- Dr Maria Shevtsova, Professor Roy Mc Leod and Professor Peter Worsley.
- Language Acquisition Research Centre (LARC)
- Language Centre
- Institute of Education

University of Tasmania

- Department of Modern languages

University of Technology Sydney

- University of Technology Sydney

Victoria College

- Victoria College
- Interpreting and Translating Staff, Department of Language and Culture Studies
- Joint submission from Italian Lecturers

Victoria University of Technology (Footscray Institute of Technology)

- Department of Humanities
- Mr Rodger Eade, Department of Humanities
- Modern Language Teaching Staff, Department of Humanities
- Centre for Research and Development

The University of Western Australia

- Department of German
- Prof J.A Scott, Department of Italian
- Department of Italian
- Professor C.D Boak, Department of French Studies
- Department of Education

Western Australian College of Advanced Education (Mt Lawley Campus)

- Ms Annalisa Orselli-Dickson (Lecturer in Romance Languages)

Western Institute (Victoria)

- Working group on Multicultural Library Services

University of Western Sydney-Nepean

University of Western Sydney-Macarthur
- The School of Education and Language Studies

University of Wollongong

ORGANISATIONS

- Australasian Universities Language and Literature Association
- Australian Academy of the Humanities
- Australian Institute of Interpreters/Translators
- The Celtic Council of Australia
- Dutch Australian Centre
- Ethnic Affairs Commission of N.S.W
- La Famiglia Piemontese
- Italian Embassy, Canberra, A.C.T
- Language Services Steering Committee, Victoria
- Modern Language Teachers Association of N.S.W.
- Modern Language Teachers Association of Victoria
- South Australian Multicultural and Ethnic Affairs Commission
- Multicultural and Ethnic Affairs Commission of Western Australia
- Victorian Ethnic Affairs Commission

- Mr Ted Borst, Alderley, Queensland
- Mr Tony Cavallero, Georges Hall, N.S.W
- Mr Joseph Favrin, St Monica's College, Victoria
- Ms Carolyn Jones, Neussgnadental, Germany
- Mr C.A. Martin-Juodvalkis, ESL Department Institute of TAFE, A.C.T.
- Mr Karl Koch, Department of Linguistics and International Studies, University of Surrey
- Mr John Nichol, Ballina High School N.S.W
- Ms Alida Nobile, Stanmore N.S.W
- Ms Marion Reiter, German Language Adviser Department of School Education
- Ms Anna Sacilotto, Darwin, Northern Territory
- Mr Barrie Smillie, Duffy, A.C.T.
- Mr Brad Paez, Footscray, Victoria

APPENDIX 6

PEOPLE AND ORGANISATIONS CONSULTED

(other than at Australian institutions of Higher Education)

PEOPLE AND ORGANISATIONS CONSULTED
(other than at Australian institutions of Higher Education)

Professor D. Ager, Department of Modern Languages, University of Aston
Mr. N. Agocs, Western Australian Ethnic Affairs Commission, Perth
Colonel M. Ashton, Australian Defence Force Headquarters, Canberra
Senator T. Aulich, Senator for Tasmania
Professor J. Barson, Department of French & Italian, Stanford University
Dr T.C. Bartlett, Department of East Asian Languages & Civilisations, Harvard University
Mr E.M. Batley, President, Fédération Internationale des Professeurs de Langues Vivantes
Dr G. Baumgratz-Gangl, European Institute of Education and Social Policy, University of Paris IX
Mr R. Beere, Manager, Industry Liaison, Australian Tourist Commission
Squadron Leader P. Beeson, RAAF School of Languages, Point Cook
Mrs S. Bell, Director, NAATI
Mr W. Bennett, Deputy Managing Director, CSR
Mr R. Bergenthoft, National Board of Education, Stockholm
Professor H-C de Bettignies, Visiting Professor of International Business, Stanford University
Mr G. Blue, Language Centre, University of Southampton
Mr E. Brown, Director, Lingua Unit, London
Dr W. Brooks, Department of French, University of Bath
Professor C. Brumfit, Applied Linguistics & Education, University of Southampton
Mr G. Buckley, General Manager, Research & Development, Australian Tourism Industry Association
Mr M.F. Burdett, Head of Human Resources, Asia Pacific Group, Westpac
Dr. L. Certoma, Immigration Review Tribunal, Sydney
Mr P. Charlton, Executive Manager, Asia, MIM
Mr R. Charlton, Manager, Coal Marketing Services, MIM
Mrs. T. Chesher, Co-ordinator, Health Translation Service, Health Promotion Unit, New South Wales Department of Health, Sydney
Dr J. Clark, Defense Language Institute, Monterey, California
Mr J. Clarke, Head of Human Resources, BHP
Dr R. Clifford, Defense Language Institute, Monterey, California
Professor R. Comeau, Harvard University Extension School
Dr. R. Cullen, Chair, Victorian Post-Secondary Education Commission
Mr P.C. Curtis, Australian Ambassador to Belgium
Federation of Ethnic Communities Councils
Dr S. Fitzgerald, Director, Asia-Australia Institute

Professor J.E. Flower, Department of French & Italian, University of Exeter
Professor G.W. Ford, Honorary Visiting Professor, University of New South Wales
Professor R. Freudenstein, Director, Informationzentrum für Fremdsprachenforschung, Marburg
Dr J.G. Frommer, Department of Romance Languages & Literatures, Harvard University
Mr N. Fussell, Chief Executive, MIM Ltd
Mr D.A. Gauchat, Principal, Brauer Galt & Co., Sydney
Dr. J. Ginsberg, Director Foreign Language Programs and Association of Departments of Foreign Languages, New York
Mr D. Girard, Inspecteur général honoraire de l'Education Nationale, Paris
Mrs F. Gilbert, Director of Personnel & Public Relations, Ansell International
Ms M. Graham, General Manager, Training, TNT Australia
Dr R. Graham, Department of Linguistics, Brigham Young University
Dr N. Granoien, Defense Language Institute, Monterey, California
Dr Grebing, Informationzentrum fur Fremdsprachenforschung, Marburg
Mr I. Haig, Chief Executive, Monash-ANZ Centre for International Briefing Pty Ltd
Mr R. Hair, Senior Legal Officer, MIM Ltd
Professor L. Hantrais, Department of Modern Languages, Aston University
Professor M. Harris, Vice-Chancellor, University of Essex
Mr H. Hendricks, Humanities Research Center, Brigham Young University
Dr M. Herzog, Defense Language Institute, Monterey, California
Professor R.M. Hester, Department of French & Italian, Stanford University
Mr P. Hickey, Deputy Secretary, Department of Employment Education & Training
Mr P. Hume, Policy Development Co-ordinator, Qantas
Ms D. Johnstone, Department of Foreign Affairs & Trade
Mr. M. Kakakios, New South Wales Department of Health, Sydney
Professor R.B. Kaplan, American Language Institute, University of Southern California
Mr D. Kelleher, Director for New South Wales, Department of Community Services & Health
Professor M. Kelly, Department of French, University of Southampton
Mr D.F. Kennedy, Partner, Minter Ellison
Mr S. Kerkyasharian, Chairman, Ethnic Affairs Commission of New South Wales
Mr R.T. Kinnaird, Management consultant (Qantas)
Dr J. Larson, Humanities Research Center, Brigham Young University
Mr J. Lemon, Legal Officer, MIM Ltd
Mrs B.L. Liever, Defense Language Institute, Monterey, California
Commodore J.G. Longden, Director-General Service Personnel Policy, Australian Defence Force Headquarters, Canberra

Wing Commander D. McArdle, RAAF School of Languages, Point Cook
Mr E.G. MacDonald, Chairman, Lend Lease Training Co. Pty Ltd
Professor R.B. McKern, Graduate School of Business, Stanford University
Ms R. McLeod, Managing Director, Tour Hosts Pty Ltd
Mr S.A. Malone, Athena Language Learning Project, Massachusetts Institute of Technology
Mr P. Marshman, General Manager, Sydney Stock Exchange
Mr D. Mattiske, Director, External Affairs Unit, Telecom International
Mr R. Mihell, Marketing Manager, Thermal Coal, MIM
Dr R. Mitchell, University of Southampton
Mr R. Mitchell, General Manager, Brambles Industries
Professor T.A. Monane, Department of East Asian Languages & Civilizations, Harvard University
Mr. A. Monteil, Pedagogical Adviser, Cultural Services of the French Embassy
Mr D. Morgenstern, Athena Project, Massachusetts Institute of Technology
Ms. E. Morley, Consumer Credit Legal Service, Sydney
Mr Alan Moys, Centre for Information on Language Teaching & Research, London
Dr M. Mueller, Department of Romance Languages and Literatures, Harvard University
Mr H. Muir, Head, Corporate Relations, CRA
Dr J.H. Murray, Director, Athena Language Learning Project, Massachusetts Institute of Technology
Dr P. Noble, Department of French, University of Reading
Mr G. Oble, Ministère des Affaires Etrangères, Paris
Mr B.W. Page, Central Language Laboratory, University of Leeds
Father A. Pittarello, Centre for Migrant Studies, Sydney
Dr S. Poole, Department of French, University of Reading
Mr A.M. Priestley, Manager Administration, BHP
Dr G. Ramsey, Chair, National Board of Employment Education & Training
Wing Commander J. Ramadge, School of Languages, Point Cook
Professor N. Reeves, Department of Linguistic & International Studies, University of Surrey
Ms A. Rein, Executive Director, National Tourism Training Australia
Ms M. Reiter, Pedagogical Adviser, Cultural Services of the German Embassy
Mr D.J. Richard, Manager, Human Resources Division, Austrade
Ms F.G. Rigby, University of Warwick
Emerita Professor W.M. Rivers, Harvard University
Ms M. Rogers, Department of Linguistic & International Studies, University of Surrey
Dr. S. Salagaras, Acting Principal Project Officer, South Australian Ethnic Affairs Commission, Adelaide
Mr N. Salmon, Language Training Section, Department of Foreign Affairs & Trade
Professor C. Sanders, Department of Linguistic & International Studies,

University of Surrey
Ms E. Schlusselberg, Athena Project, Massachusetts Institute of Technology
Mrs I. Scholtz, General Manager, Inbound Tourism Organization of Australia
Dr L. Seiffert, Reader in German, University of Oxford
Ms J. Shapcott, Japan Adviser, Asian Studies Council
Mr R. Skinner, Deputy Head of Delegation to Australia, Commission of the European Communities
Mr K.L. Smith, Humanities Research Center, Brigham Young University
Mr R. Smith, Deputy Secretary, Department of Foreign Affairs & Trade
Dr D. Stillman, Department of Romance Languages, Harvard University
Professor S. Taylor, Department of French, University of St Andrews
Professor D.G. Thomas, Department of Modern Languages, Bristol Polytechnic
Mr M.G. Thouroude, Carnac, France
Mr J. Tinney, Manager National Operations, Austrade
Professor T.J.M. Van Els, Katholieke Universiteit, Nijmegen, Netherlands
Professor W.G. van Emden, Department of French Studies, University of Reading
Mr L. Westcott, Department of Immigration, Local Government & Ethnic Affairs, Canberra
Professor D. Wilkins, Applied Linguistics, University of Reading
Dr G.M. Willems, Hogeschool Gelderland, Nijmegen, Netherlands
Mr J. Wynhausen, Department of Immigration, Local Government & Ethnic Affairs, Canberra
Dr G. Zelenka, Managing Director, Metronix Pty Ltd

APPENDIX 7

INSTITUTIONS VISITED BY PROFESSOR R.B. LEAL MAY-JUNE 1990

INSTITUTIONS VISITED BY PROFESSOR R.B. LEAL
MAY-JUNE 1990

U.S.A.

Oregon State University, Portland, Oregon
Defense Language Institute, Monterey, California
Stanford University, Stanford, California
Missionary Training Center, Provo, Utah
Brigham Young University, Provo, Utah
Harvard University, Cambridge, Massachusetts
Massachussets Institute of Technology, Cambridge, Massachusetts

UNITED KINGDOM

Oxford University, Oxford
Centre for Information on Language Teaching and Research, London
University of Southampton, Southampton
University of Reading, Reading
Bristol Polytechnic, Bristol
University of Bath, Bath
University of St. Andrews, St. Andrews
Aston University, Birmingham
University of Surrey, Guildford
Goldsmith College, London
University of Essex, Colchester

EUROPE

University of Paris IX, Paris
Department of Foreign Affairs, Paris
National Board of Education, Stockholm
Informationzentrum für Fremdsprachenforschung, Marburg
Katholieke Universiteit, Nijmegen

APPENDIX 8

QUESTIONNAIRES DISTRIBUTED AND COMMENTARY

REVIEW OF THE TEACHING OF MODERN LANGUAGES IN HIGHER EDUCATION

Questionnaire for Heads of Language Departments

(Where appropriate circle the number(s) corresponding to your answer)

A. AIMS & OBJECTIVES

1. Does your Department have a specific statement of objectives (mission statement)?
Yes...1
No ...2

1.1 If yes, please quote it or attach a copy to this questionnaire.

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1.2 If no, how would you express the purpose of your Department's activities?

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2. Specifically, what do you expect your students to have achieved by graduation? (circle up to the four most important)

a high degree of oral/aural proficiency	...1
access to literature in the target language	...2
a high level of writing competence	...3
an appreciation of the subtleties of language in general	...4
a high level of reading competence	...5
an appreciation of the society & culture of another country	...6
proficiency in translating & interpreting	...7
enhanced powers of intellectual discrimination	...8
vocational preparation	...9
other (specify)	..10

B. TEACHING PROGRAM

3. Does your Department offer units in the following? (circle where applicable)

	U/G	P/G
linguistics	1	1
interpreting & translating	2	2
literature	3	3
literary theory	4	4
history, politics or sociology	5	5
general civilization/culture	6	6
area studies	7	7

4. Does your Department have any units that are aimed exclusively at prospective or existing secondary or primary language teachers?
Yes...1
No ...2

4.1 If yes, please specify. (Use separate page if necessary)
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....
....

5. Do you offer any language units by distance education? Yes...1
No ...2

5.1 Do you plan to? Yes...1
No ...2

5.2 Please give details in both cases.
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6. Apart from undergraduate & postgraduate language programs, language departments often teach other language courses such as summer programs, adult education courses and special purpose courses on contract. What types of such courses if any, have been offered by your Department in the past 3 years?

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7. Is your Department involved in joint courses with another Department? Yes...1
No ...2

7.1 If yes, specify which Departments.

Another language Department	...1
History	...2
Economics	...3
Politics	...4
Business	...5
Science	...6
Engineering	...7
Other (please specify)....................	...8

8. Is there any collaboration between your Department
and a Department in another institution? Yes...1
No ...2

8.1 If yes, please specify.

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9. If your Department teaches a low demand language (say, with an initial enrolment of less than 25 EFTSU), what is your institution's policy on the following?

a) staff appointments

b) continuity of course offerings

c) tolerance of low student:staff ratios

d) development of teaching/learning resources

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10. Are you aware of languages being taught by a non-language Department at your institution?

Yes...1
No ...2

10.1 If yes, please give details.

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C. STUDENTS AND TEACHING

11. Please provide as accurately as possible the following characteristics of your students by language:

11.1 Language ....
sex: female .....% male .....%
age: 18-24....% 25-35....% 36+.....%

11.2 Language ....
sex: female .....% male .....%
age: 18-24....% 25-35....% 36+.....%

Use a separate sheet for further languages.

12. Are students graded into streams for the undergraduate courses in your Department? Yes...1
No ...2

12.1 If No, go to question 12.2.

If Yes:

12.1.1 What streams are there?

Beginners ...1
Native or near-native speakers ...2
Students who passed the HSC language subject ...3
Beginners and HSC students together ...4
Native speakers and HSC students together ...5
Other streams (please specify).................. ...6

12.1.2 How are students streamed?

By placement tests ...1

On results gained at H.S.C. (tertiary entrance) level ...2

Other (please specify)....................... ...3

12.1.3 At what stage do these streams merge?
year 1 ...1
year 2 ...2
year 3 ...3
year 4 ...4
never ...5

12.1.4 Do any of the following problems arise in teaching?

Streaming insufficiently finely tuned ...1
Some classes too small ...2
Some classes too large ...3
Any other problems (please specify).............
....
....4

12.2 If "No" to question 12, do any of the following problems arise in teaching?

Students complain of unfairness in assessment ...1
Beginners are inhibited by the presence of more advanced students ...2
Slower progress amongst the more advanced students ...3
Confusion and unhappiness amongst the beginners ...4
Any other problems (please specify)............
....
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....5

OR

No problems arise from lack of streaming ...6

12.3 Specifically, how do you integrate native speakers into the language learning program?

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13. In what ways do you use in your language programs:

13.1 - radio and television programs from the target country?

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13.2 - native speakers in the community?

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14. Does your Department make arrangements for undergraduate students to visit countries where the language is spoken?

Yes...1
No ...2

14.1 If yes, please specify.

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15. Do your language staff visit target countries regularly?

Yes...1
No ...2

15.1 If yes, what incentives or encouragement are provided fo- such travel?

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15.2 How many staff take advantage of such incentives? How often?

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16. Are any of the following external standards used for assessment purposes?

FSI Scale ...1
ASLPR ...2
ACTFL proficiency levels ...3
NAATI level guidelines ...4
Other (please specify)..........................
....
....5

17. Please indicate the extent of your agreement or disagreement with the following statements.

		Strongly Agree				Strongly Disagree
17.1	Students are discouraged by schools from taking languages before tertiary level	5	4	3	2	1
17.2	Formal prerequisites for courses discourage students from taking languages at tertiary level	5	4	3	2	1
17.3	The need to meet a high aggregate discourages students from taking languages at secondary level	5	4	3	2	1
17.4	Language students feel disavantaged by the scaling procedures used in determining a tertiary entrance score	5	4	3	2	1
17.5	The heavy workload for beginners' courses discourages students from taking up language study at tertiary level	5	4	3	2	1
17.6	The presence of native speakers in the courses at the secondary level discourages other students from studying languages	5	4	3	2	1
17.7	The presence of native speakers in university/college courses discourages students from studying languages	5	4	3	2	1
17.8	Degree structure regulations are an obstacle to taking up language study at tertiary level	5	4	3	2	1

18. Does your Department have a policy governing the language used as the medium of instruction in language classes?
Yes...1
No ...2

18.1 If yes, which language is used predominantly in each Year?

	1st Year	2nd Year	3rd Year	4th Year	P/G
English	1	1	1	1	1
The language under study	2	2	2	2	2
A combination of both	3	3	3	3	3

D. SCHOOL AND COMMUNITY CONTACT

19. What contact does your Department/School have with secondary/primary schools or with the school education systems? Please specify extent or frequency. (Tick as appropriate)

19.1 schools days/nights [ ]
19.2 syllabus committees [ ]
19.3 exam committees [ ]
19.4 visits to schools [ ]
19.5 visits by schools [ ]
19.6 other .... [ ]

20. What involvement does your Department/School have with elements of the outside community other than schools? eg. Commerce? Industry? Government? Tourism?

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21. Are you aware of any influences upon your courses from outside the institution?
Yes...1
No ...2

21.1 If yes, indicate the nature of these influences. (Circle all numbers in each column that apply)

	Influence on course structure	Influence on course content
Employment orientation	1	1
Ethnic community	2	2
Government	3	3
Matriculation or other entrance requirements	4	4
Accreditation bodies	5	5
Advisory committees	6	6
Other (please specify)	7	7

E. TEACHING METHODOLOGY

22. Please give brief details of the language teaching methodologies that your department employs. (Use additional sheet if necessary)

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....

23. Your answers to the following general questions would be much appreciated. Space is provided for brief comments. If you wish, please use additional pages and head each comment eg. 23.1 etc. as appropriate. Alternatively, you may wish to answer them as part of a separate submission to the Review.

23.1 In equipping your Institution's Library with resources to support your teaching and research programs, what particular problems are encountered (eg. cost, supply, accessioning, library staffing).

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23.2 How can "high quality language teaching" be defined and identified?

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23.3 What evidence do you know of for the effectiveness of different language teaching methodologies in higher education?

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23.4 What research is being (or has recently been) undertaken in your Department on second language methodology for tertiary students?

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23.5 Do you know of any indigenous centre of activity and expertise in L2 methodology that has emerged in Australia? If not, what are the prerequisites for the emergence of such a centre?

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23.6 The Australian Language Levels (ALL) Project is providing a basis for communicative syllabus frameworks with corresponding stages in all languages taught at secondary level. Can a similar project be devised for the tertiary level? Would that be desirable?

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24. One of the terms of reference of the Review of the Teaching of Modern Languages in Higher Education is to "identify and promulgate best practice and promising innovations". What particular aspects of your Department's work do you believe the Review should identify and promulgate?

....

....

....

....

....

THANK YOU FOR YOUR CO-OPERATION.

WHEN RETURNING THIS QUESTIONNAIRE WOULD YOU PLEASE
SEND A COPY OF YOUR DEPARTMENTAL HANDBOOK OR SIMILAR PUBLICATION?
A COPY OF ANY REVIEW OF YOUR DEPARTMENT IN THE PAST
5 YEARS WOULD ALSO BE WELCOME.

ADDRESS FOR RETURN OF QUESTIONNAIRES BY 8TH JUNE 1990

Mr. Graham Sims
Executive Officer
Review of the Teaching of Modern Languages
in Higher Education
Level 19, Town Hall House
456 Kent street
Sydney NSW 2000
Tel No. 269 3271

SURVEY OF HEADS OF DEPARTMENTS

The questionnaire for Heads of Language Departments covered the following topics:

Aims and Objectives
Types of courses
Students and Teaching
School and Community Contact
Teaching Methodology

The following analysis of the questionnaires follows the structure of the questionnaire.

1. DESCRIPTION OF THE SAMPLE.

A total of 84 responses were processed, representing twenty-two (22) languages from institutions across all states. The distribution of responses by state is given in Table 1. As would be expected, about half the responses came from the two largest states, New South Wales and Victoria.

Table 1: Distribution of Responses by State.

STATE	NUMBER
Northern Territory	1
Western Australia	7
South Australia	7
Tasmania	6
Victoria	25
New South Wales	28
Australian Capital Territory	3
Queensland	8
TOTAL	84

The languages covered by the responses are listed in Table 2.

Table 2: Languages Covered by Questionnaires.

Chinese
Indonesian
Japanese
Korean
Thai
Vietnamese

French
German
Greek
Italian
Latvian
Russian
Spanish
Slavic
Swedish

Arabic
Hebrew
Turkish

Bengali
Hindi
Sanskrit
Urdu

Language departments ranged across single language departments to departments covering several languages. In some cases the languages were similar (for example, Asian, European, Slavic) or different (covering, for example, both Asian and European).

This made classification of departments difficult.

Of the single language departments, fourteen (14) were French departments, nine (9) German, six (6) Italian ,four (4) Modern Greek, seven (7) Japanese and three (3) Russian. Indonesian was usually in multi-language departments with Thai, Malay or other Asian languages, Spanish with Italian, Chinese with Japanese and other Asian departments.

For convenience, the responses from heads of departments were classified into the following groups:

French
German
Greek
Italian/Spanish
Russian
Asian
Asian/European

When aims and attitudes are compared, a broader classification is used; European and Asian. European includes Arabic, Turkish, and Hebrew.

2. AIMS AND OBJECTIVES.

2.1 Mission Statement.

About half the respondents claimed that their departments had a specific statement of objectives (mission statement) but not all provided a copy of the aims and objectives. Sixteen of the respondents said that their department had no missions statement. Most of the "mission statements" were more lists of objectives rather than mission statements as generally accepted, giving the purpose of language study in their department in terms either of what they expected their students to have achieved by graduation ("communication in language", "introduction to culture") or of the courses on offer in their departments ("undergraduate program of three years....."). Hence many of the statements were from the Calendars from their respective institutions. The following short mission statements encapsulate many of those provided:

'The Department of Language Studies exists to promote and facilitate the study of linguistics, the learning of languages, and the application of language knowledge to the needs and problems of society.'

'This department is committed to the teaching and research of the key Asian languages and related studies, excluding area studies of Japan, which are conceived by the Faculty of Arts as most relevant to the Asian Studies programs within the university. Currently the department teaches Indonesian, chinese, Korean and Thai. In particular, the department should fulfil the following duties to the best of its ability.

In the area of teaching and planning the department is required to:

(a) maintain and further develop the well-established courses of Indonesian language and studies (including culture, literature and womens studies);
(b) develop a fourth year honours course in Chinese and undergraduate subjects in Chinese culture and society;
(c) develop Thai language studies into a major sequence;
(d) maintain the present minor sequence of Korean language studies;
(e) prepare to offer Vietnamese language in 1991 or 1992;
(f) examine the needs and urgency for the teaching of Hindi as an undergraduate discipline;
(g) conduct the summer courses in Asian languages;
(h) coordinate and supervise the teaching of Asian languages and cultural courses in the mode of adult education;
(i) teach and develop Asian languages and cultural courses for special purposes (including language for particular professions, courses for students of business, engineering, law, courses for teacher education);
(j) prepare to provide the teaching of Asian languages in distance mode.

In the area of research and academic activities the department needs to:

(k) accept guidance and serve in the Programs Committee of .... with regard to the promotion, coordination and further development of Asian Studies;
(l) work closely with various research centres and groups, in particular the ....;
(m) demand that all teaching staff be innovative and conscientious in teaching; to do a fair share of administrative work, and to devise and carry out relevant research.'

"French is an important language spoken by over 200 million people throughout the world and is among the dozen most common community languages in Australia. It is an important language of international communication in commerce, science, foreign relations and the arts.
Teaching remains an important career opening for graduates in French. However, knowledge of this language is increasingly recognised as a useful practical skill in a range of professions with international ramifications: commerce and banking, law.....".

2.2 Objectives.

The objectives of language teaching and learning were couched in terms of the following:

- competence in the language
- understanding the culture
- linguistic competence

- mastery of the spoken/written language
- appreciation of the literature of the country

or

- a course description
- reference to the University Calendar

2.3 Types of Courses on Offer.

Heads of Departments were asked to indicate which of a list of program types were available in their departments (Table 3).

Table 3: Types of Language Courses on Offer.

		%	
TYPE	EUROPEAN	ASIAN	TOTAL
Linguistics	55	44	52
Interpreting/Translating	27	9	24
Literature	89	70	82
Literary Theory	43	4	30
History, politics & sociology	61	57	62
Civilisation/Culture	78	43	74
Area studies	40	43	44
TOTAL	51	23	84

NOTE: The TOTAL (N=84) includes all responses, including those departments in which a mixture of languages is taught.

In the European languages, Literature, History and Civilisation/Culture are the aspects taught in almost all departments, with Linguistics taught in a majority (55%), Literary Theory and Area Studies by a sizeable minority (43%, 40% respectively) but Interpreting/Translating by only a small minority (27%).

In the Asian language departments, the rank order is similar, but the percentages are, in general, less.

2.4 Expectations of the Achievements of Graduates.

Heads of Departments were asked to indicate what they expected of their graduates. Their responses are given in Table 5.

Table 5: Achievement Expected of Graduates.

ACHIEVEMENT	EUROPEAN	ASIAN	TOTAL
High degree of oral/aural proficiency	84	91	85
Access to literature in target language	60	35	51
High level of writing competence	57	43	52
Appreciation of subtleties of language in general	27	17	24
High level of reading comprehension	73	74	69
Appreciation of the society and culture	73	65	71
Proficiency in translating and interpreting	13	4	12
Enhanced powers of intellectual discrimination	31	26	29
Vocational preparation	9	9	13
TOTAL	51	23	84

A high degree of proficiency in oral/aural skills and reading competence, and an appreciation of society and culture were the achievements rated most highly by Heads of Departments. Writing competence and access to literature in another language were expected by a majority, but the other achievements expected by only a minority. Vocational preparation and proficiency in translating and interpreting were the achievements mentioned by the least number of respondents. The patterns were similar for both European and Asian languages.

2.4 Distance Education.

Distance education was restricted to few centres, notably the universities of New England and Queensland. The University of New England includes French and Italian; the University of Queensland offers introductory German, but this was being "wound down", and two years of Korean (written language). The University of the Northern Territory reported offering distance education in Indonesian as did the University of College of South Queensland. The response from the Western Australian College of Advanced Education indicated that five languages were provided through distance education; Italian, French (translating), Vietnamese, Portuguese and German (translating) but with the last three being phased out because of lack of enrolments.

No other Heads of Departments reported offering languages in the distance education mode.

2.5 Summer/General Education Programs.

Many departments reported offering summer programs in languages or continuing education courses. These ranged across the list of languages represented by the survey. The objectives of the courses varied from communicative skills (most popular) to specialist courses for musicians and singers, from study of the literature and culture to applied linguistics.

2.6 Joint Courses with Other Departments.

Not all Heads of Departments answered this question, and the responses varied. Most stated that they were involved in joint courses with other departments; with English, History, Education, European Studies, but the nature of the joint program was not specified. Of interest were some of the joint Japanese/Commerce or Chinese/Economics programs such as at the University of Western Australia and Macquarie University.

2.7 Collaboration Between Institutions.

Collaboration between institutions tended to fall into one of three categories:

- course development and presentation
- cultural and other contacts with outside (non-university) institutions
- contacts with overseas institutions for student exchange

About half of the respondents provided details of contacts with outside institutions.

Most mentioned exchange programs for undergraduates, but most cross-institutional collaboration involved only the newer languages, e.g. Spanish, Italian, Japanese, Indonesian and Chinese. Reported collaboration ranged from staff exchange to courses being presented for other institutions and course development. The majority of non tertiary contact reported tended to be cultural. Some Chinese and Japanese departments reported developing links with commerce and business leading to joint programs in language, law, engineering and business.

(a) Course Development.

About half of the Asian languages departments reported some kind od cross-institutional contact with regard to course development. The following list is not exhaustive but provides examples of the cooperation reported.

- the consortium between the University of Sydney, Macquarie University and the University of Western Sydney in relation to Indonesian and Thai.
- the University of the Northern Territory and Flinders

University developing courses in Indonesian.
- Victoria College presenting Chinese for Chisholm.
- the University of Adelaide and Flinders University with Flinders offering North-Eastern Asian languages and Adelaide South-Eastern Asian languages.
- Griffith University offering a joint law/language degree in connection with Queensland University of Technology.
- University College of Central Queensland course in Japanese sponsored by the University of Queensland.
- Macquarie University and the University of Sydney, with the latter presenting higher year courses in Italian and Modern Greek for the former.

There was no evidence of cross institutional collaboration for the more established languages such as French and German.

(b) Student Exchange.

Almost all institutions reported the existence of exchange and scholarship programs, some of which are listed below.

- French at the University of Sydney; some contact with Nice University and Noumea, but the programs are self-funding. Students are given credit for work completed abroad and are "encouraged" to go but students must finance the trips themselves.
- "study abroad" programs in France, New Caledonia (Monash University).
- "study abroad" in New Caledonia with CREIPA (University of Queensland, University of New South Wales).
- Noumean program (Monash and Latrobe Universities, University of Melbourne).
- German departments reported the use of scholarships for student travel to Germany.
- The University of Western Australia reported an endowment for two honours students in French.
- Asian language departments spoke of "in country training" with this being offered at the Christian University of Satya Wacona (Indonesian, The University of Sydney), Nanjing (Chinese, A.N.U.), summer courses in China (Chinese, Macquarie). These courses are restricted and the cost must be borne by the student.
- Japanese at Macquarie University reported a joint program with business which allows students to study in a Japanese university for a period of time.
- Japanese honours students at the University of Sydney must spend three months at Kutausen Gakuin University.
- Non-institutional exchange programs, e,g, Rotary, AFS etc.
- study tours.

(c) Non Tertiary Institutional Contact.

For most languages, especially the European languages, contact with non tertiary institutions was restricted to cultural contacts. Mention was made of the relevant consulate, ethnic community, Alliance Française, sister city contact etc. Some Japanese departments reported contacts with the business community, e.g. a traineeship scheme with several Japanese industries (Macquarie University, Bendigo College of Advanced Education), provision of a short course for the tourist industry (Swinburne), translating service.

2.8 Institutional Support for Low Demand Languages.

Almost all Heads of Departments reported that low student:staff ratios were generally tolerated and that there was institutional support for continuity of languages. There were four exceptions to this view. One Head of Department reported that "positions were likely to disappear", and another reported that a course in Translating would be discontinued because of poor student demand.

On the other hand few Heads of Departments reported that money was available for expansion of their programs; several stating that positions in their departments were sponsored by ethnic communities, and that this was the method by which certain languages were offered. An example of this is Macquarie University for Slavic languages and Modern Greek. One Head of Department reported that at his institution "from 1989 the college instituted a policy of requiring external sponsorship for appointments in Modern Greek, Vietnamese, Macedonian, Portuguese and German. Such sponsorship has been available for German (through the consulate), the other languages have lapsed".

2.9 Languages Taught in Non-Language Departments.

The answer of the majority of Heads of Departments to this question was NO; the exceptions included teaching of Classical languages in Departments of Ancient History, Japanese in Commerce Departments.

2.10 Some General Attitudes to Factors Influencing Students to Enrol in Languages.

Heads of Departments were given eight (8) statements concerning factors which may influence students' decisions to enrol in language and asked to rate their agreement on a five point scale (5 + Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree). Their responses are given in Table 6.

Table 6: Importance of Factors Influencing Students' Decisions to Study Languages.

			%			
FACTOR	SA	A	N	D	SD	MEAN
Students are discouraged from taking languages before tertiary level	24	34	29	8	5	3.6
Formal prerequisites for courses discourage students from taking a language at tertiary level	9	11	20	14	34	2.3
The need to meet a high aggregate discourages students from taking languages at secondary level	27	37	23	10	3	3.7
Language students feel disadvantaged by the scaling procedures in determining a tertiary entrance score	28	33	30	4	5	3.7
The heavy workload for beginners' courses discourages students from taking up language study at tertiary level	13	30	25	22	10	3.1
The presence of native speakers in the courses at the secondary level discourages other students from studying languages	12	24	23	21	20	2.9
The presence of native speakers in tertiary courses discourages students from studying languages	5	16	19	20	14	2.3
Degree structure regulations are an obstacle to taking up language study at tertiary level	21	16	16	14	33	2.8

The majority of respondents saw the impediments to studying a language as outside of their departments, occurring before students commenced tertiary study. They saw students being discouraged from language study at the secondary level, students not choosing languages because of the need to gain high entry aggregates and languages being disadvantaged in the scaling processes. Prerequisites, workload, degree structure regulations, presence of native speakers in language classes were not seen as impediments.

The differences between the responses from European and Asian departments were minimal except for the impact of having native speakers in classes. There was more agreement from Asian departments that the presence of native speakers in language classes discourages other students from studying languages.

3. STUDENTS AND TEACHING.

3.1 Student Profile.

Language students are predominantly female, with percentages varying between 71% to 95%, and mean 83%. The age distributions of students in the language departments reflect the age distributions of students of the institutions to which they belong. The majority, over 80%, of students are in the 18-24 year old age group. For institutions with relatively large numbers of mature age students, the age distributions of the language students reflect this fact.

3.2 Streaming of Courses.

Almost all French and German departments reported that their students were streamed in the first year. Generally two streams were used; beginners and post-HSC. A number of departments of French reported a third, intermediate stream. Native speakers were not numerous and were included in the post-HSC stream. Merging was accomplished in third year in all German departments and half the French departments. In the remainder of the French departments, merging was accomplished in either second or fourth year.

In Spanish and Italian departments a similar situation was reported. All departments stated that incoming students were streamed into three streams, beginners, intermediate and post-HSC. One institution had a common course but streams in the tutorial groups. The streams were merged in second year (40%), third year (25%) and fourth year (25%).

Streaming was reported by all Modern Greek departments, using two streams - beginners and post-HSC.

Half the Japanese departments reported the streaming of their students into beginners and post-HSC. With the exception of the remaining Japanese departments and two other departments of Asian languages, the remaining Asian language departments streamed their students into beginners, post-HSC and native speakers. Four institutions merged the streams in second year, the remainder at a later stage.

In departments offering a mixture of European and Asian languages, all except one reported that incoming students were streamed, and about half stated that there was no merging as the courses were sequential.

The methods by which students were assigned to streams varied across institutions and included HSC courses completed, native speaker ability, placement test, interview. School background (HSC courses completed) was the most common method.

Problems associated with streaming included class size, with some classes too small and difficulties problems in merging streams at later years. In some institutions the courses are sequential, so that, to major in the language, some students require an extra year). These was a perceived lack of fine tuning in Japanese, where exchange students were perceived as a problem as they approximated native speakers.

3.3 Native Speakers.

In French and German departments native speakers were not much in evidence. Where they existed it was stated that they would either be placed in the post-HSC stream or given advanced standing in language work. It was said that they would sometimes be used for class work and lectures.

In Modern Greek native speakers were not seen as a problem as it was assumed that all, or almost all, post-HSC students were of Greek extraction so have "near native speaker skills".

In most Spanish/Italian departments native speakers were also not seen as a problem. Most Italian departments did not regard students of Italian descent as native speakers. In the case of Spanish, several institutions granted exemption from language units in Year 1 and one institution offered a separate stream for native speakers (recently arrived students of South American descent).

Native speakers were more in evidence in Asian language departments and multi-language departments. With few exceptions, all students in certain languages, such as Vietnamese and Arabic, were assumed to be native speakers or to come from a native speaker environment.

Native speakers were perceived as something of a problem in several of the Asian languages, especially Japanese and Chinese. Several institutions actively discouraged native-speakers from studying their own language, while others gave some form of advanced standing. Of the seventeen institutions with Asian language departments, which responded, about half fell into the first category.

Of the second group, one institution allows native speakers into the grammar and transcription courses and streams them into two groups - those literate in their own language and those who were not literate. In one other institution the native speakers are not integrated until graduate level.

Three institutions reported no native speakers; whether by preclusion or accident was not made clear.

Overall, the nature of the comments suggested that the majority of courses, especially in Asian languages, French and German were not designed for native speakers.

In some departments use was made of native speakers in conversation and class discussion.

3.4 Student and Staff Travel.

Student travel has been discussed earlier. Most respondents reported that student travel was encouraged and sometimes facilitated, but the cost and to be borne by the student.

As far as staff were concerned, Heads of Departments stated that staff were encouraged to spend time in the countries where their teaching language was spoken, but that there were no financial inducements except for research grants and the usual provisions of Outside Study Programs. Consequently, most staff travelled overseas each 3-6 years. One institution provided air fares to Indonesia every two years.

Several departments of Asian languages stated that their staff were all native speakers so did not require extensive overseas travel to achieve native speaker fluency.

3.5 Medium of Instruction.

Heads of Departments were asked to indicate what was the medium of instruction in language classes. Their responses are given in Table 7.

Table 7: Medium of Instruction, By Year.

		%		
YEAR	ENGLISH	TARGET LANGUAGE	BOTH	N
First	70	26	4	80
Second	22	26	52	67
Third	2	63	35	63
Fourth	2	70	28	57

The data show a change in the medium of instruction from first year to fourth year, with an increasing amount of teaching in the target language.

The data were analysed by language type (European and Asian) but the differences were minimal. The only difference occurred in second year: the percentages of classes in English were similar, but only a small percentage of classes in Asian languages (6%) were given entirely in the target language (compared to 32% for European languages). Consequently 71% of Asian language classes used both English and the target language as the medium of instruction compared to 49% for European languages. By third year the patterns were similar.

3.6. Use of External Standards.

Very few respondents indicated that external standards were used. ACTFL and ASLPR were mentioned by several French departments, NAATI by several institutions which offered a course for interpreters/translators.

4. :HOOL AND COMMUNITY CONTACT.

The majority of respondents reported involvement with the school education systems. Involvement included syllabus and examination committees (about 50%), school days/nights (almost all), visits to schools (about 50%).

Contact with elements of the outside community was mainly cultural in nature as reported earlier. Several of the Japanese and Chinese departments mentioned contacts with commerce and business.

The majority stated that they were aware of influences upon their courses from outside the institution. Table 8 identifies the sources of influences.

Table 8: Influences on Course Structure and Content.

INFLUENCE	% INFLUENCE ON COURSE STRUCTURE	CONTENT
Employment orientation	70	60
Ethnic community	30	50
Government	30	30
Matriculation or other entrance requirements	50	50
Accreditation bodies	30	10
Advisory committees	60	60

5. TEACHING METHODOLOGIES.

5.1 Teaching Methodologies by Language.

Teaching methodologies varied by institution and language type, but the communicative methods predominated.

(a) French.
Almost all respondents mentioned the communicative approach with an emphasis on fluency and accuracy in communication. Some specific comments are listed below:

- SGAV (University of New South Wales, University of Queensland)
- Scottish communicative approach; "work orally in class...written at home" (Flinders)
- Archipel (University of New South Wales) for beginners
- Audiovisual/communicative in first year, oral/aural in second year (Sydney)
- Grammatical approach more in evidence in post-HSC courses; "situational ...review of basic grammar and introduction of essential vocabulary in everyday life..stree on oral work"(Macquarie)

- More traditional approach (English/French textbook and translation; traditional to functional approach) at University of Western Australia and University of New England
- Grammar/translation in higher years(Adelaide)
- Fluency and accuracy (Latrobe)

The following comment on the communicative approach provided an interesting reason for the adoption of this approach:

"I am a strong advocate of communicative methods NOT because I think the overall results are any better (and certainly not worse) than the traditional one but because of the nature of our student intake. They are terribly young, shy, low in self-esteem, ill-read, ill-prepared, at least half of them from homes which have no experience of universities. Those students need to be known and understood by the teacher and this is more likely to occur in a communicative style classroom."

(b) German.

About half of the nine German departments reported that they emphasised the communicative approach, with the more formal grammar being introduced in the second year. Of the remainder, the University of Queensland reported that it was in a state of transition: Deutsch als Fremdsprache German had been adopted for second language approach but there was the problem of integrating German linguistics into practical language teaching. Two institutions employed a variety of approaches; "anything that produces results", "no clear case for 'best methodology'". The University of Sydney employed formal traditional training in grammar "enhanced by situational discussion and conversation". The University of New South Wales has adopted an audiovisual approach with reliance in traditional grammar. Oral performance and reading are emphasised.

(c) Modern Greek.

Mainly communicative approach.

(d) Italian/Spanish.

All Spanish departments emphasised the communicative approach with the target language being the medium of instruction.

With the exception of one department, all institutions emphasised the communicative approach, using notional functional methods. Grammar was seen to be reinforced through an integrated communicative/writing skills approach. The one exception employed traditional textbook supplemented by audio-visual, applied linguistics, computer aided linguistics.

(e)Russian.

In contrast to most of the other languages, Heads of Departments of Russian reported that traditional grammar was employed in years 1 and 2, with gradual introduction of the spoken language in years 2 and 3.

(f) Indonesian.

All departments except one emphasised the communicative approach, with some differences in the methods employed. Several employed audio-visual methods for beginners, then communication and translation. In all cases formal grammar and translation were introduced in later years. The University of Melbourne was the exception with emphasis on traditional text books: "traditional methods achieve as well as less attested methods".

(g) Japanese.

With the exception of the University of Melbourne all departments reported using communication skills but with variation in actual methodology.

- functional/communicative
- oral emphasis using laboratory and video followed by text and translation work
- functional oriented approach; oral rather than written
- communicative approach to conversation, leading to grammar and phonology
- oral/aural in the first two years leading to reading and comprehension in third year
- use of the target language. "immersion" and focus on interaction competence
- communicative approach partially adopted with methods ranging from grammatical to dialogue

(h) Chinese.

Because of departmental structures there were not many separate responses for Chinese. The methods differed from the traditional, using Chinese/English text books to a mixture of traditional/modern approach.

In summary, the responses from the Heads of Departments make it clear that a communicative approach to the teaching of language is used in the majority of language departments.

5.2 High Quality Language Teaching.

There were few responses to the question of how high quality language teaching can be identified and defined. Perhaps the following comments encapsulate the thrust of the responses.

"In my view the effectiveness of language methodologies cannot be established objectively until we have introduced and had nationally accepted a criteria -referenced testing system, preferably based on proficiency levels. I am sorry that my own efforts to bring the ACTFL proficiency scheme to Australia did not produce any lasting results (other than the accreditation of half a dozen of our staff as ACTFL proficiency testers).

In a more impressionistic way I would be tempted to say that the success of a methodology hinges on the conviction and enthusiasm of the teacher adopting it and the degree to which it, matches his/her students' learning styles. But methodologies and learning styles exist in a social context and not in a vacuum: therefore it would be useless to try to go back to a traditional grammar/translation approach, although I am sure that it is not intrinsically inferior to the so-called "communicative" methodologies. Community attitudes and social pressures favour the latter. This is not merely a question of "fashions" but it reflects much deeper trends rooted in the needs and aspirations of the society we live in."

"High quality language teaching at the tertiary level will offer students the possibility of combining the acquisition of (a) practical language skills and confidence in their use with (b) experience in analysing and understanding not only language phenomena but also their relation to all levels of culture.
Expert language teachers will be aware of developments in the methodology of second-language teaching and adapt them to the needs of their students and the aims of their courses. They will be familiar with the foreign civilisation in general and have a particular research interest in some aspect of it.

High quality teaching and learning do not come cheaply or easily. They require firstly the investment of sufficient class time and the staffing resources necessary to provide instruction in small groups; and secondly a very considerable degree of dedication, patience, enthusiasm and motivation on the part of both teachers and students."

There was little direct evidence of knowledge of the effectiveness of different language teaching methodologies in higher education.

A number of institutions claimed to be undertaking research on second language methodology for tertiary students. Research included innovative materials, computer aided teaching, applied linguistics, analysis of intonation and gestures, and analysis of syntax.

There were few responses to the question regarding centres of activity and expertise in second language methodology that have arisen in Australia.

5.3 Support for ALL.

Support for ALL is qualified at best. No German department supported the concept, and only four (30%) of the French departments gave qualified support. A similar picture emerged from the responses form other language departments.

Some advantages of a common curriculum were seen, but most saw the concept as a "threat to academic autonomy". Many commented on the need to have flexible guidelines/structures rather than a common structure. Problems of different types of entrants were seen to militate against a common structure. Two departments suggested the development of proficiency ratings such as ACTFL which would be international rather than national.

REVIEW OF THE TEACHING OF MODERN LANGUAGES IN HIGHER EDUCATION

Questionnaire for Members of Staff

(as appropriate circle numbers or tick boxes)

1. In which language area(s) do you teach?

Arabic	1	Polish	20
Cantonese	2	Portuguese	21
Croatian	3	Romanian	22
Dutch	4	Russian	23
French	5	Scots Gaelic	24
German	6	Serbian	25
Greek (modern)	7	Slovenian	26
Hebrew (modern)	8	Spanish	27
Hindi	9	Swedish	28
Indonesian	10	Thai	29
Irish	11	Turkish	30
Italian	12	Ukrainian	31
Japanese	13	Vietnamese	32
Korean	14	Welsh	33
Latvian	15	Other Languages (please specify)	34
Lithuanian	16	....	
Macedonian	17	....	
Maltese	18	....	
Mandarin	19	....	

2. What is the title of your present position?

Professor/Head of School/Dean	1
Associate Professor/Reader/Principal Lecturer	2
Senior Lecturer	3
Lecturer	4
Principal Tutor/Senior Tutor	5
Tutor	6
Instructor	7
Other (please specify)...........................	8

3. For how many years have you held that title? .....years

4. What are the terms of your appointment?

Tenured/continuing-confirmed	1
Tenured/continuing-probationary	2
Contract or fixed term	3
Other (please specify)	

5. Are you a full-time or part-time member of staff?

full-time: ..1
part-time: ..2

6. If part-time, what proportion of a full-time load do you teach?

......%

7. In which areas are your main qualifications, research and teaching activities? (tick the appropriate boxes)

	qualifications	research activities	teaching activities
Literature			
Civilisation/Culture			
Linguistics			
Lang Teaching/ Learning			
Sociology			
Others (Specify)			

8. In the last 5 years, how much time have you spent in the country where your teaching language is spoken?

.....	weeks
.....	months
.....	no time

9. What do you regularly read that is published in the country of your teaching language?

daily newspaper	[ ]
weekly "	[ ]
monthly "	[ ]
none	[ ]

10. (a) Have you been engaged in any activities directed toward enhancing your language teaching skills since being appointed to your present position?

Yes...1
No....2

(b) If YES to (a), in which of the following activities have you been involved?

conferences on language teaching	1
formal instruction from language teaching specialists	2
personal reading and/or research	3
informal instruction from colleagues who specialise in language teaching	4
visiting institutions in Australia or overseas	5
other (please specify)........................	6

11. Please indicate to what extent you use English as the medium of instruction in your classes. (If you do not teach at the level nominated, please circle 1 for inapplicable.)

		Always	Often	Seldom	Never	Inapplicable
First Year	Language classes	5	4	3	2	1
	Other classes	5	4	3	2	1
Second Year	Language classes	5	4	3	2	1
	Other classes	5	4	3	2	1
Third Year	Language classes	5	4	3	2	1
	Other classes	5	4	3	2	1
Fourth Year	Language classes	5	4	3	2	1
	Other classes	5	4	3	2	1

12. Which of the following forms of assessment do you use in language courses you teach?

Dictation	1
Multiple choice	2
Oral conversation	3
Cloze tests	4
Compositions	5
Translations	6
Grammar exercises	7
Other (specify)	8

13. How many hours do you teach per week on average, throughout the academic year, in language and non-language classes?

language classes ....hours

non-language classes ....hours

14. Indicate the extent of your agreement or disagreement with the following statements.

	strongly agree				strongly disagree
(a) In all areas, the medium of instruction should be the language being taught in the language classes	5	4	3	2	1
(b) The language being taught should be used more often as the medium of instruction in all classes in my department	5	4	3	2	1
(c) The language being taught is already being sufficiently used for instruction in classes in my department.	5	4	3	2	1

15. Indicate the extent of your agreement or disagreement that the following activities are highly valued in your department.

	strongly agree				strongly disagree
(a) Research in language teaching/learning	5	4	3	2	1
(b) Research in literature	5	4	3	2	1
(c) Research in some other area	5	4	3	2	1
(d) Language teaching	5	4	3	2	1
(e) Other teaching areas	5	4	3	2	1

16. Indicate the extent of your agreement or disagreement with the view that the following teaching objectives are highly rated by your department.

	strongly agree				strongly disagree
(a) a high degree of oral/aural proficiency	5	4	3	2	1
(b) access to literature in another language	5	4	3	2	1
(c) a high level of writing competence	5	4	3	2	1
(d) an appreciation of the subtleties of language in general	5	4	3	2	1
(e) a high level of reading competence	5	4	3	2	1
(f) an appreciation of the society and general culture of another country	5	4	3	2	1
(g) proficiency in translating & interpreting	5	4	3	2	1
(h) enhanced powers of intellectual discrimination	5	4	3	2	1
(i) vocational preparation	5	4	3	2	1

17. How are language classes generally allocated in your Department?

(a) to all staff, irrespective of rank and main area of interest	1
(b) to staff expressing an interest in language teaching	2
(c) to staff with qualifications and research interests in language teaching/learning	3
(d) to staff with experience in language teaching	4

18. How, in your opinion, should language classes be allocated?

(a) to all staff, irrespective of rank and main area of interest 1

(b) to staff expressing an interest in language teaching 2

(c) to staff with qualifications and research interests in language teaching/learning 3

(d) to staff with experience and/or qualifications in language teaching 4

19. (a) Are supervised language laboratory sessions part of the regular classroom work of students? Yes...1 No....2

(b) If YES to (a), which of the following do you use in your language laboratory classes? (circle all numbers that apply).

Active intervention by the teacher using the laboratory communication system 1

Group practice exercises 2

Group discussions bypassing the lab system 3

Video equipment 4

20. If language laboratory sessions are unsupervised, please mark the most important reason in the list below. (circle one number only)

Insufficient staff available 1

Course requirement but supervision not considered necessary 2

Seen as private study not course requirement 3

Students make better use of the laboratory on their own 4

Other (please specify) ....
.... 5

21. **Which of the following equipment is available in your department, or in the language laboratory? (Circle all numbers that apply)**

Basic language laboratory	1
Television	2
Video cassette player	3
Slide projector	4
Filmstrip projector	5
Computer terminal	6
Stand alone computer	7
Audio tape players	8
Word-processing facilities	9
Movie-film projector	10
Other graphic display facilities	11

22. In which of the following tasks involving the target language do you anticipate an average student will gain competence during the first year of study of the language in your department? (circle all numbers that apply)

	Beginners	Post-H.S.C. students
Casual conversations with friends1	1	1
Discussions on familiar topics	2	2
Understanding lectures on familiar topics	3	3
Writing letters to friends	4	4
Writing compositions on familiar topics	5	5
Reading newspaper reports of familiar material	6	6
Reading texts set in the course	7	7
Reading academic journals in their field of study	8	8
Knowledge of the most common idioms	9	9
Reasonable level of correctness in the regular grammar of the language	10	10

23. Please indicate the extent of your agreement or disagreement with the following statements.

	strongly agree				strongly disagree
(a) A communicative approach emphasises oral fluency as distinct from grammatical accuracy as an early objective in language teaching	5	4	3	2	1
(b) A traditional approach emphasises firm foundations in grammar as an early objective	5	4	3	2	1
(c) A traditional approach leads to more accurate use of the language	5	4	3	2	1
(d) A communicative approach leads to a more rapid confidence in use of the language	5	4	3	2	1
(e) A communicative approach requires a teacher specially trained in the communicative method	5	4	3	2	1
(f) A communicative approach requires reduced class sizes	5	4	3	2	1
(g) Language study is not in itself intellectually demanding	5	4	3	2	1
(h) A language should not be learned without studying its linguistic structure	5	4	3	2	1
(i) A language should not be learned without studying its literature	5	4	3	2	1
(j) A language should not be learned without studying its culture.	5	4	3	2	1
(k) The study of a language comprises an intellectually demanding activity only in combination with study of some other discipline	5	4	3	2	1
(l) Fluency and accuracy are competing objectives in second language acquisition	5	4	3	2	1
(m) Courses leading to interpreter/translator accreditation for students should not form part of the curriculum in my institution	5	4	3	2	1

24. Indicate the extent of your personal agreement or disagreeme with the validity of the following objectives of undergradua language courses.

	strongly agree			strongly disagree	
(a) a high degree of oral/aural proficiency	5	4	3	2	1
(b) access to literature in another language	5	4	3	2	1
(c) a high level of writing competence	5	4	3	2	1
(d) an appreciation of the subtleties of language in general	5	4	3	2	1
(e) a high level of reading competence	5	4	3	2	1
(f) an appreciation of the society and general culture of another country	5	4	3	2	1
(g) proficiency in translating & interpreting	5	4	3	2	1
(h) enhanced powers of intellectual discrimination	5	4	3	2	1
(i) vocational preparation	5	4	3	2	1

25. (a) Is any account taken in your department of the
Yes...1
possible professional careers of language graduates No....2
e.g. in business, government, teaching, industry, tourism?

(b) If YES, please specify (use additional page if needed)
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(c) Do you think account should be taken?

Yes...1

No....2

26. One of the terms of reference of the Review of the Teaching of Modern Languages in Higher Education is to "identify and promulgate best practice and promising innovations". Are there any particular aspects of your work that you believe the Review should identify and promulgate?

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27. Have you any other comments?

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THANK YOU FOR YOUR COOPERATION

ADDRESS FOR RETURN OF QUESTIONNAIRES BY 8TH JUNE 1990

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SURVEY OF TEACHING STAFF IN TERTIARY INSTITUTIONS

1. SAMPLE DESCRIPTION

A total of 377 questionnaires were analysed covering 25 languages (Table 1) and 33 institutions. In some of the analyses which follow, the smaller languages have been grouped into European (other), Asian (other) and Arabic/Hebrew.

Table 1: Respondents Classified by Language.

LANGUAGE	NUMBER	LANGUAGE	NUMBER
Arabic	5	Mandarin	33
Croatian	1	Polish	1
Dutch	3	Russian	13
French	82	Scots	2
German	41	Serbian	1
Greek	17	Slovenian	1
Hebrew	2	Spanish	20
Hindi	4	Swedish	1
Indonesian	29	Thai	2
Italian	49	Ukrainian	2
Japanese	58	Vietnamese	4
Korean	4	Welsh	1
Macedonian	1		

Table 2: Respondents Classified by Language Groups.

LANGUAGE	NUMBER	LANGUAGE	NUMBER
French	82	Japanese	58
German	41	Russian	13
Greek	17	Spanish	20
Indonesian	29	European(other)	12
Italian	49	Asian(other)	14
Mandarin	33	Arabic/Hebrew	7

1.1. Staff Positions

Overall, 6% of the sample were professors, 6% readers or associate professors, 26% senior lecturers, 37% lecturers, 10% senior tutors and 15% tutors or instructors. The differences in the distribution of staff across these positions between the language groups are minor.

The median time in their current position was 5.0 years. Japanese had the lowest median time, 2.0 years.

The majority, 57%, of the staff in the survey were either tenured or continuing, and 36% on contract or fixed term. The more established language groups (French, German, Russian) had more on tenure (71-79%) while Japanese had 33% (but with another 21% on tenure track). Only a small proportion (7%) were part-time.

The areas in which the staff were qualified, carried out research and taught are shown in Table 3. Only a minority stated that they either had qualifications in, researched or taught linguistics and civilisation/culture. Fewer staff in Indonesian (21%) stated that they had qualifications in literature, and fewer staff in Mandarin (16%) researched in this area. There was general consistency across the other language groups.

Table 3: Areas in Which Staff were Qualified, Researched and Taught.

	QUALIFICATION (%)	RESEARCH (%)	TEACHING (%)
LITERATURE	59	45	48
CIVILISATION	24	28	38
LINGUISTICS	32	29	20
LANGUAGE LEARNING	56	35	81
SOCIOLOGY	2	4	2
OTHER	4	6	4

NOTE: The percentages are the percentages of the sample who ticked the different boxes. More than one box could be ticked in each category.

1.2 Time Spent in the country where the Teaching Language is Spoken.

The median time spent by staff in the country where their teaching language is spoken during the past four years varied from 2 months to 4 months across the language groups (Table 4), and individual times varied from 0 to 48 months (in the case of a new member of staff). A minority (15%) had not spent any time in the country where their teaching language is spoken during the past 4 years.

These data are consistent with the responses from the Heads of Departments on the question of overseas leave. They stated that the majority of staff were only able to go overseas on Outside Studies Programs.

Table 4: Time Spent in the Country where the Teaching Language is Spoken during the last Four Years (in months).

LANGUAGE	MEDIAN TIME	RANGE
French	4	0-32
German	3	0-25
Greek	2	0-20
Indonesian	4	0-33
Italian	3	0-48
Japanese	4	0-48
Mandarin	2	0-48
Russian	2	0-48
Spanish	2	0-12
European(other)	4	0-48
Asian(other)	2	0- 6
Arabic/Hebrew	2	0-48

2. OBJECTIVES OF UNDERGRADUATE LANGUAGE STUDY.

Teaching staff were asked three questions on the objectives of undergraduate language programs. The first required them to indicate their perception of the objectives as valued in their departments, The second question asked for their personal views on the value of the same objectives; while the third focused on aspects of the learning process.

3.1. OBJECTIVES OF UNDERGRADUATE LANGUAGE PROGRAMS.

Staff were given thirteen (13) statements on different aspects of language learning and teaching methods and asked to express their level of agreement on a five point scale (Strongly agree = 5, to strongly disagree = 1). The data are presented in Table 5.

Overall the highest levels of agreement are with statements A,B,D,E,F, and J. From the first two statements we see agreement with definitions of the emphases of "traditional" and "communicative" approaches to language learning. The "traditional" approach is seen to emphasise firm foundations in grammar as an early objective, while the "communicative" approach emphasises oral fluency as distinct from grammatical accuracy as an early objective.

Almost all agree with the view that the "communicative" approach leads to a more rapid confidence in use of the language (D), but a smaller proportion agree with the view that the "traditional" approach leads to a more accurate use of the language (C). From this it may be inferred that a substantial minority do not agree that the "communicative" approach leads to a less accurate use of the language. There was no support for the view that fluency and accuracy were competing objectives in second language acquisition (L), implying that irrespective, of the method of approach both aspects should be emphasised. However, almost all agreed that the "communicative" approach requires reduced class sizes and teachers who are specially trained in the communicative method (E).

There was almost unanimous support for the view that a language should not be learned without studying its culture (J), but less support for the view that it should not be learnt without studying its literature (I) and linguistic structure (H).

Language learning was seen as intellectually demanding (I) by the majority. There was no support for the view that language was intellectually demanding only in combination with some other discipline (K).

There was no support for the view that courses leading to interpreter/translator accreditation for students should not form part of the curriculum (M).

There were some minor differences in the responses from staff in the several language groups, with staff in Russian disagreeing more with I and J that other staff, but overall there was consensus of opinion.

Table 5: Level of Agreement with Statements on Language Teaching and Learning (%).

STATEMENT	SA	A	N	D	SD	MEAN
A. A communicative approach emphasises oral fluency as distinct from grammatical accuracy as an early objective in lanquage teaching.	36	36	18	6	4	3.9
B. A traditional approach emphasises firm foundations in grammar as an early objective.	22	21	31	15	11	4.2
C. A traditional approach leads to more accurate use of the language.	49	32	10	5	4	3.3
D. A communicative approach leads to a more rapid confidence in use of the language.	41	38	14	4	2	4.1
E. A communicative approach requires a teacher specially trained in the communicative method.	35	33	21	7	3	3.9
F. A communicative approach requires smaller class sizes.	53	28	11	4	4	4.2
G. Language study is not by itself intellectually demanding.	4	7	12	22	55	1.8
H. A language should not be learnt without studying its linguistic structure.	29	23	24	17	7	3.5
I. A language should not be learned without studying its literature.	13	20	32	20	15	3.0
J. A language should not be learned without studying its culture.	51	26	13	6	4	4.1
K. The study of a language comprises an intellectually demanding activity only in combination with study of some other discipline.	8	9	18	22	43	2.2
L. Fluency and accuracy are competing objectives in second language acquisition.	15	19	22	21	23	2.8
M. Courses leading to interpreter/translator accreditation for students should not form part of the curriculum in my institution.	10	9	24	22	35	2.4

3.2. TEACHING OBJECTIVES

Respondents were given nine (9) statements and asked to indicate the extent of their agreement or disagreement with the view that these objectives were highly regarded in their departments. A five point scale (strongly agree to strongly disagree) was used (Table 6).

Table 6: Perceived Importance of Teaching Objectives in Language Departments.

			%		
OBJECTIVE	SA	A	N	D	SD
High degree of oral/aural proficiency	60	22	13	3	2
Access to literature in another language	42	28	18	7	5
High level of writing competence	41	33	17	7	1
Appreciation of the subtleties of language in general	32	34	25	7	3
High level of reading competency	62	27	9	2	0
Appreciation of the society and general culture of another country	50	30	13	6	1
Proficiency in translating & interpreting	21	2	30	14	13
Enhanced powers of intellectual discrimination	35	29	23	9	4
Vocational preparation	13	22	32	22	12

The majority agreed that the areas of oral proficiency and reading competence (more than 60% in the strongly agree category, and over 80% in the two agree categories) were highly valued. Culture, writing and access to literature in the language were also seen as highly valued (with over 40% in the strongly agree category and over 70% in the two top categories). On the other hand, translating and vocational preparation were seen as being less valued .

These observations must be qualified as there are small but significant differences between staff from different language groups (Table 7) with regard to oral proficiency, access to literature in the language, writing competence, appreciation of subtleties of the language, proficiency in translating and vocational preparation.

Staff in French, German, Italian and Spanish departments rated all objectives highly (mean ratings all exceeding 4.0) except for translating and vocational preparation. Greek and Russian had similar profiles but rated translation more highly (mean rating 3.8). Staff in Japanese emphasise aural/oral, writing, reading, culture highly but the other aspects relatively lowly. Mandarin had a similar profile but saw an increased emphasis on translation (mean rating 3.7) and vocational preparation (mean 3.3).

The lowest mean rating to oral/aural proficiency was given by staff in Arabic/Hebrew, the lowest mean rating to access to literature in another language was given by Japanese staff, that in writing competence (mean 3.6) was given by Japanese, Mandarin and Asian (other). Japanese staff also provided the lowest mean rating for an appreciation of the subtleties of language in general. Spanish staff, with their emphasis on oral/aural skills (mean 4.5) provided the lowest mean rating for translation. Mandarin and Japanese staff provided the lowest mean rating for the importance of enhanced powers of intellectual discrimination, and Spanish staff the lowest mean rating for vocational preparation.

Table 7: Mean Ratings of Departmental Teaching Objectives, by Language Group.

LANGUAGE	OBJECTIVE								
	A	B	C	D	E	F	G	H	I
French	4.5	4.3	4.2	4.1	4.5	4.3	2.8	3.9	2.6
German	4.4	4.4	4.4	4.0	4.7	4.1	3.3	4.2	3.1
Greek	4.6	4.5	4.6	4.1	4.8	4.7	3.8	4.3	3.4
Indonesian	4.2	4.1	3.9	3.9	4.4	4.0	2.8	4.0	3.1
Italian	4.1	4.0	3.9	3.9	4.4	4.0	2.8	4.0	3.1
Japanese	4.5	2.8	3.6	3.2	4.3	4.2	3.2	3.2	3.3
Mandarin	4.3	3.4	3.6	3.5	4.0	4.3	3.7	3.2	3.3
Russian	4.3	4.4	4.4	4.1	4.4	4.3	3.9	4.2	3.5
Spanish	4.5	3.8	4.3	3.8	4.5	4.3	2.9	4.2	2.7
European (other)	3.8	4.3	4.1	3.8	4.6	4.1	4.2	3.6	3.0
Asian (other)	4.9	3.5	3.6	3.7	4.4	4.2	4.1	3.4	3.7
Arabic/Hebrew	3.2	3.5	3.6	3.7	4.4	4.2	4.1	3.4	3.7
TOTAL	4.4	3.5	3.6	3.7	4.4	4.2	4.1	3.4	3.7

CODING:A: High degree of oral/aural proficiency
B: Access to literature in another language
C: High level of writing competence
D: Appreciation of the subtleties of language in general
E: High level of reading competency
F: Appreciation of the society and general culture of another country
G: Proficiency in translating and interpreting
H: Enhanced powers of intellectual discrimination
I: Vocational preparation .ls2

3.3. OBJECTIVES OF UNDERGRADUATE LANGUAGES COURSES: A PERSONAL VIEW

Teaching staff were asked to indicate their personal agreement or disagreement with the validity of several objectives of under graduate language courses. Their responses are given in Table 8. The objectives were the same as those rated earlier in the questionnaire, but at this time they were asked to give their own personal agreement or disagreement rather than indicating whether they thought the objectives were highly rated in their departments..1

Table 8: Perceived Importance of Teaching Objectives by Language Staff.

%

OBJECTIVE	SA	A	N	D	SD
High degree of oral/aural proficiency	68	25	6	1	0
Access to literature in another language	45	28	17	6	4
High level of writing competence	44	32	18	4	2
Appreciation of the subtleties of language in general	42	36	16	4	2
High level of reading competency	70	21	10	1	0
Appreciation of the society and general culture of another country	59	20	10	1	0
Proficiency in translating & interpreting	16	25	30	17	9
Enhanced powers of intellectual discrimination	43	22	21	5	2
Vocational preparation	17	28	35	11	5

The personal views of the staff were consistent across the language groups and reflect their views of the importance of these objectives in their departments. They strongly endorsed the validity of oral/aural skills, reading competency, and appreciation of another culture. Writing competency, access to literature in another language, appreciation of the subtleties of language in general and enhanced powers of intellectual discrimination were endorsed, but less strongly. Translating and interpreting skills, and vocational training were given the weakest endorsement.

4. PERCEIVED STUDENT PERFORMANCE.

Staff were asked to specify in which tasks of a set involving the target language an average student would gain competence during the first year of study.This question was not answered well. The overall data are presented in Table 9 which gives the percentages of respondents who specified the tasks listed.

Some staff regarded the question as non applicable if they were not teaching on first year, so there was a deal of missing data. The percentages, therefore, are calculated for those who provided data and may understate or overstate the agreement on which tasks could be expected to have been done competently during the first year of study.

Table 9: Tasks in Which Students Are Expected To Gain Competence During the First Year.

%

TASK	BEGINNERS	POST-HSC
Casual conversation with friends	70	70
Discussions on familiar topics	59	70
Understanding lectures on familiar topics	27	56
Writing letters to friends	47	68
Writing compositions on familiar topics	49	68
Reading newspaper reports of familiar material	29	59
Reading texts set in the course	64	72
Reading academic journals in their field of study	5	20
Knowledge of the most common idioms	40	60
Reasonable level of correctness in the regular grammar of the language	66	72

Overall, for the beginners, the pattern is as expected, given the emphasis (as evidenced by the responses of staff and Heads of Departments) on aural/oral skills. Beginners could be expected to hold casual conversations, read set texts and have a reasonable level of correctness in the regular grammar of the language. Only a minority of staff expected competence in the remaining tasks.

The pattern for post HSC students is similar, but with higher percentages on the nominated tasks. This is consistent with the view expressed that the emphasis should be similar for both beginners and post HSC, but that a higher level of competence should be expected of the latter.

The pattern of responses is similar for most languages. Fewer staff in Russian specify communicative skills in comparison with the rest. On the other hand, staff in Japanese and Mandarin have lower percentages in reading skills.

5. TEACHING

Questions on teaching focused on the medium of instruction; whether English or the target language.

5.1. English as the Medium of Instruction

Staff were asked to indicate the extent to which English is used as the medium of instruction in their classes, by type of class and level. If they did not teach at the level nominated they indicated that the question was not applicable, so they are not included in the calculation of percentages.

In language classes, the percentage of classes in which the target language is the medium of instruction increases with level (Table 10) from 31% to 58% (adding together the categories of 'Seldom' and 'Never' to the question 'indicate the extent to which English is used as the medium of instruction'). A similar result holds for other types of classes, although English is still the medium of instruction in 55% of classes in Year 4 .

Table 10: Extent to Which English is used as the Medium of Instruction.

		LANGUAGE CLASSES.			
YEAR	N	ALWAYS (%)	OFTEN (%)	SELDOM (%)	NEVER (%)
1	299	16	53	27	4
2	238	12	36	40	12
3	200	15	22	33	30
4	125	18	23	28	30
		OTHER CLASSES			
1	165	37	32	26	5
2	180	28	31	26	15
3	191	26	27	27	20
3	143	28	27	18	27

NOTE: Percentages are in relation to the number of staff for whom the question is applicable , shown by N in the above table.

There is some consistency across the language groups except for Russian in which English is used as the medium of instruction more than the others. This is consistent with responses for Heads of Departments of Russian who stated that aural/oral skills were not emphasised until after Year 2.

Of the other language groups, a higher proportion of Spanish staff indicated that the target was the medium of instruction in language classes in Years 1 and 2 than staff from other language groups. Again, this is consistent with comments from the Heads of Departments of Spanish who indicated that aural/oral skills were emphasised from Year 1.

5.2. WHAT SHOULD BE THE MEDIUM OF INSTRUCTION ?

On the question as to what should be the language of instruction, staff were evenly divided as to whether it should be the target language or not (Table 11). However a majority agreed with the proposition that the target language should be used more often as the medium of instruction. There appeared to be some misunderstanding of the question, as the majority (57%) also agreed that the target language was already being used sufficiently for instruction in class.

Some staff indicated that their responses depended on the type of class (language/non-language) and the level (year 1, 2 or 3).

There were significant differences in the responses given by staff from different language groups. The mean ratings, by language group, are given in Table 12. To calculate the mean ratings, a 5-point scale was used with 5 indicating Strong Agreement with the statement, 1 Strong Disagreement and 3 Neutral.

Staff in Russian showed most disagreement with the statement that the target language be the medium of instruction, with their opinion being shared to some extent by Japanese, Mandarin and Indonesian. Staff in Spanish, Italian and French showed most support for the statement.

The picture for the second statement is similar. Staff in Spanish and Italian showed most agreement with the statement that the target language should be used more often as the medium of instruction. However, they are now joined by staff in Mandarin. The implication from this is that staff in Mandarin do not necessarily agree strongly that the target language should always be the medium of instruction, but agree that it should be used more than it is at present.

The results from the third statement are somewhat confusing. Staff in Spanish agree that the medium of instruction should be the target language, agree that it should be used more often as the medium of instruction, yet agree that it is already being used sufficiently as the medium of instruction. However, staff from other languages tend to be consistent. Where their mean responses to the first statement (as to whether the target language should be the medium of instruction) are in the neutral category, they appear to be satisfied with the way in which the target language is used as the medium of instruction.

Table 11: What Should be the Medium of Instruction ?

			%		
STATEMENT	SA	A	N	D	SD
I. The medium of instruction should be the language being taught.	16	23	29	17	15
II. The language being taught should be used more often as the medium of instruction in all classes in my department.	20	23	30	16	11
III. The language being taught is already being sufficiently used for instruction in classes in my department.	27	30	21	13	9

Table 12: Mean Response by Statement and Language Group.

LANGUAGE	STATEMENT		
	I	II	III
French	3.4	3.1	3.8
German	2.9	3.0	3.3
Greek	2.9	3.0	4.3
Indonesian	2.7	3.6	3.1
Italian	3.5	3.7	3.2
Japanese	2.7	3.1	3.5
Mandarin	2.7	3.7	3.1
Russian	2.4	2.7	3.4
Spanish	3.8	3.4	4.3
European(other)	2.9	2.7	3.3
Asian (other)	3.3	3.3	4.0
Arabic/Hebrew	2.9	3.4	3.0
TOTAL	3.1	3.3	3.5

5.3. FORMS OF ASSESSMENT.

Language staff were asked to indicate what forms of assessment were used in their language classes. The percentages of staff using the different forms are shown in Table 13.

Oral conversation, composition and grammar are used by approximately 80% of staff overall. Dictation, multiple choice and cloze tests are used by a minority.

On the other hand, over 40% of staff from French, Indonesian and Japanese departments indicated that dictation was used. A majority (59%) of Indonesian staff used multiple choice, and a majority of German staff (54%) used cloze tests. Staff from Japanese departments (95%) made more use of translation that staff from other departments.

Table 13: Forms of Assessment used in Language Courses.

FORM OF ASSESSMENT	N	PERCENTAGE
Dictation	375	36
Multiple choice	375	34
Oral conversation	375	83
Cloze tests	376	35
Composition	375	78
Translation	376	67
Grammar	376	80

NOTE: N is the number of responses used in the calculation of the percentages.

5.4 Number of Hours Taught on Language Classes.

The median number of hours taught, on average, on language classes varied from 4 (French) to 11 (Indonesian) Italian, Mandarin and Japanese also had high medians (10) and German, Russian and Spanish low medians (Table 14). The percentage of the total teaching time devoted to language classes ranged from 0 to 100, with the median value being 80%. Japanese, Mandarin, Indonesian and Italian had the highest proportions of language classes and French the lowest.

Table 14: Median Number of Hours Taught on Language Classes.

LANGUAGE	N	MEDIAN
French	56	4.0
German	26	5.0
Greek	14	11.5
Indonesian	20	11.0
Italian	30	10.0
Japanese	42	10.0
Mandarin	22	10.0
Russian	7	5.0
Spanish	14	7.0
European (other)	11	4.0
Asian (other)	10	10.5
Arabic/Hebrew	3	12.0

5.5 Allocation of Staff to Classes.

A substantial minority (44%) stated that staff were allocated to all types of classes, irrespective of rank and main area of interest. Not surprisingly, the majority (80%) did not see this as desirable. Most (70%) stated that classes should be allocated to staff expressing an interest in language teaching.

5.6 Supervised Language Laboratories.

The majority of respondents (66%) stated that supervised laboratory sessions were part of the regular classroom work of the students. Of these, 77% used active intervention by the teacher through the laboratory communication system, 45% group practice exercises, 37% group discussions bypassing the laboratory communication system and 35% video equipment.

6. RESEARCH AND TEACHING.

Two questions were asked about teaching and research. The first asked staff to indicate what activities they engaged in which were directed towards enhancing their language teaching skills. The other asked which of several activities they felt were valued in their department.

6.1 Activities Directed Towards Enhancing Their Language Teaching Skills.

A minority (5%) stated that they did not regularly read either a daily newspaper, weekly newspaper or monthly newspaper. Most specified only one category, the most popular being either a daily or weekly newspaper.

The majority (87%) stated that they had been engaged in activities directed towards enhancing their language teaching skills. There were no differences between staff in the different language groups or between staff in different promotion positions.

Of the listed activities (Table 15), personal reading/research was most mentioned (77%), conferences next (58%) and formal and informal instruction from language learning specialists the least mentioned (21%, 38% respectively). There were no differences in the patterns of responses between language groups.

Table 15: Percentage of Sample engaged in Activities Designed to Enhance Teaching Skills.

ACTIVITY	PERCENTAGE
Conferences on language learning	58
Formal instruction from learning specialists	21
Personal reading/research	77
Informal instruction for colleagues who specialise in learning/teaching	38
Visiting institutions in Australia/overseas	41

NOTE: Teaching staff could respond to more than one category.

6.2 What is Valued in the Department ?

Respondents were asked to indicate what is valued in their departments by rating each of five statements concerning teaching and research on a five point scale (strongly agree to strongly disagree). .lsl

Table 16: Perceptions of the Value Placed on Aspects of Research and Teaching.

			%		
OBJECT OF VALUE	SA	A	N	D	SD
Research in language learning	37	23	19	12	9
Research into literature	54	20	11	10	5
Other research	41	22	23	9	5
Language teaching	45	21	20	8	6
Other teaching areas	27	24	27	12	11

A majority of the respondents agreed with each proposition (Table 16) that research into language learning, literature and other areas, language teaching and other teaching areas are valued in their departments. Research into literature appeared most valued (54% strongly agreed).

When staff from the several language groups were compared, there were no differences for any of the five activities except for literature (Table 12). This activity was rated most highly by staff in French, German, Greek and Russian (mean ratings exceeding 4.4) and least highly by staff in Japanese (mean rating 3.1). Staff in Japanese saw research in language learning and language teaching valued most highly (mean ratings 3.9 and 4.1 respectively) and research in literature valued least highly (mean rating 3.1). This is in contrast to the general pattern in which research in literature and other areas is regarded more highly than research in language learning and teaching language and other areas.

Table 17: Mean Perceived Value Given to Different Activities.

LANGUAGE	ACTIVITY				
	Research in Language Learning	Research in Literature	Research in Other Areas	Teaching Language	Teaching Other Areas
French	3.6	4.7	4.0	3.9	3.6
German	3.7	4.4	3.4	3.7	3.5
Greek	3.7	4.4	4.3	3.9	3.4
Indonesian	3.4	3.6	3.8	3.6	3.0
Italian	3.7	4.1	3.9	3.8	3.1
Japanese	3.9	3.1	3.7	4.1	3.3
Mandarin	3.6	3.8	4.1	3.9	3.8
Russian	3.4	4.5	4.3	3.7	4.0
Spanish	3.5	4.1	3.7	4.1	3.8
European (Other)	3.2	4.2	3.7	4.0	3.7
Asian (Other)	3.2	4.2	4.5	4.0	4.5
Arabic/Hebrew	4.2	3.7	3.4	4.8	3.0
TOTAL	3.7	4.1	3.9	3.9	3.5

7. EQUIPMENT AVAILABLE IN DEPARTMENTS.

Almost all departments had basic language laboratory, television, video recorder, slide projector, audio tape players. Less than half had computer equipment (Table 18). There were no significant differences between language groups.

Table 18: Equipment Available in Language Departments.

EQUIPMENT	%
Basic language laboratory	92
Television	86
Video cassette recorder	94
Slide projector	84
Filmstrip projector	41
Computer terminal	49
Stand alone computer	42
Audio tape players	84
Word-processing facilities	60
Movie-film projector	50
Other graphic display facilities	40

TEACHER EDUCATION INSTITUTIONS/PROGRAMS

1. Which modern Languages other than English do you offer in your Teacher Education Program?

Arabic ☐
Cantonese ☐
Croatian ☐
Czech ☐
Dutch ☐
Estonian ☐
French ☐
German ☐
Greek (modern) ☐
Hebrew (modern) ☐
Indonesian ☐
Italian ☐
Japanese ☐
Korean ☐
Lithuanian ☐
Macedonian ☐

Malay ☐
Maltese ☐
Mandarin ☐
Polish ☐
Portuguese ☐
Russian ☐
Serbian ☐
Slovenian ☐
Spanish ☐
Turkish ☐
Ukrainian ☐
Vietnamese ☐
Others (please specify)
....
....
....

2. Approximately what percentage of your Teacher Education Program students are presenting at least one modern Language as a teaching method?

.....%

3. What changes have occurred in the last 10 years in the relative percentage of Teacher Education students who include at least one modern language in their program?

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4. Is your Teacher Education Program offered as an "end-on" course or incorporated within Degree course?

a) end-on ☐

b) incorporated ☐

5. What changes have occurred in the last 10 years in the nature and range of the languages being covered in your program?

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6. What percentage of your Teacher Education students undertaking modern language(s) come directly from a language department/faculty at your own institution?

......%

7. What percentage of your modern language students are mature age students?

......%

8. In general, do the modern language students entering your program come with background knowledge and studies which fit them for the course(s) you offer?

Yes...1

No....2

9. If "No", what comments would you care to make?

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10. Approximately what percentage of your Teacher Education students are native-speakers of the language(s) they are proposing to teach?

.....%

11. Is it the norm for your modern language students to present (at least) 2 languages for teaching purposes?

Yes...1
No ...2

12. Is there any discernible trend or tendency for students to specialise in, say, one language plus another subject area (eg. Mathematics, Commerce, E.S.L. etc.)?

Yes...1
No ...2

13. If "Yes", what are some common or emerging combinations?

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14. Why are students electing such combinations?

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15. Do you offer any particular advice or guidance to students in this regard?

Yes...1
No ...2

16. Do you wish to make any comments in regard to the matters raised in Questions 9-12?

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17. Does your program seek to cover or allow for small/minority languages (eg. Ukrainian, Estonian)?

Yes...1
No ...2

18. If "Yes", what particular problems may be involved?

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19. What particular strategies may be necessary?

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20. What courses of funding have been tried?

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21. How close and structured is your contact with the language departments from which your Teacher Education students come?

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22. What opportunities are used for regular exchange of views between your program and the language departments from which your students come?

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23. How close and structured are your contacts with teacher employing authorities (eg. State Departments of Education) in regard to demand for modern language teachers?

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REVIEW OF THE TEACHING OF MODERN LANGUAGES IN HIGHER EDUCA

QUESTIONNAIRE FOR RECENT GRADUATES
(where applicable circle numbers)

1. How long ago did you complete your undergraduate study of a language .....years ago

2. At what institution? ....
....

3. What language(s) did you study for at least 3 years?
....
....
....

4. What other languages did you study? For how long?
.......................for ....years
.......................for ....years

5. Are you a native-speaker of the language(s) you studied?
yes..1
no...2

6. How would you assess your ability in each of the 4 skill areas of the language you studied? (Place a tick in each box)

	Native/near native	Excellent	Good	Satisfactory	Inadequate
1. Understanding					
2. Speaking					
3. Reading					
4. Writing					

7. Did you do an honours or postgraduate degree in a language? yes..1 no...2
Details:...
....
....
....
....

8. What aspects of your language study did you like most?
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9. What aspects of your language study did you like least?
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10. In what field/profession are you now working?
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11. Did you expect to use the language(s) you studied, in the course of your occupation?
yes..1
no...2

12. Are you using or have you used the language(s) formerly studied, in the course of your occupation?
yes..1
no...2

13. If 'yes', please give brief details ....
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14. Since graduation what aspects of your language study have proved most useful?..............................
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....

15. How important do you rate the following possible goals of a tertiary language course? (circle appropriate number)

	(important) very				not
i. a high degree of oral/aural proficiency	5	4	3	2	1
ii. access to literature in another language	5	4	3	2	1
iii. a high level of writing competence	5	4	3	2	1
iv. an appreciation of the subtleties of language in general	5	4	3	2	1
v. a high level of reading competence	5	4	3	2	1
vi. an appreciation of the society and general culture of another country	5	4	3	2	1
vii. proficiency in translating & interpreting	5	4	3	2	1
viii. enhanced powers of intellectual discrimination	5	4	3	2	1
ix. vocational preparation	5	4	3	2	1

16. How important did the language department/faculty appear to rate these goals in the way the course was presented?

	(important) very				not
i. a high degree of oral/aural proficiency	5	4	3	2	1
ii. access to literature in another language	5	4	3	2	1
iii. a high level of writing competence	5	4	3	2	1
iv. an appreciation of the subtleties of language in general	5	4	3	2	1
v. a high level of reading competence	5	4	3	2	1
vi. an appreciation of the society and general culture of another country	5	4	3	2	1
vii. proficiency in translating & interpreting	5	4	3	2	1
viii. enhanced powers of intellectual discrimination	5	4	3	2	1
ix. vocational preparation	5	4	3	2	1

17. In your judgement, how successful were you in achieving these goals by the end of your course?

	very		(successful)		not
i. a high degree of oral/aural proficiency	5	4	3	2	1
ii. access to literature in another language	5	4	3	2	1
iii. a high level of writing competence	5	4	3	2	1
iv. an appreciation of the subtleties of language in general	5	4	3	2	1
v. a high level of reading competence	5	4	3	2	1
vi. an appreciation of the society and general culture of another country	5	4	3	2	1
vii. proficiency in translating & interpreting	5	4	3	2	1
viii. enhanced powers of intellectual discrimination	5	4	3	2	1
ix. vocational preparation	5	4	3	2	1

18. Have you undertaken any further language study since graduating.
yes...1
no ...2

19. If 'yes', please give details (circle number)

i. visit to overseas country

ii. refresher course at tertiary institution

iii. TAFE or TAFE-type course

iv. reading in the target language

v. other ....

20. Given the opportunity, what changes would you make in the language course that you followed? ....
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21. In what ways has language study contributed to your education and career?

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22. Do you wish to make any other comments, observations or suggestions?

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THANK YOU FOR YOUR INTEREST AND CO-OPERATION IN COMPLETING THIS SURVEY.

ADDRESS FOR RETURN OF QUESTIONNAIRES BY 8TH JUNE 1990

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SURVEY OF RECENT GRADUATES.

SUMMARY

The results cannot be generalised because of the small number of graduates surveyed and the restricted geographical distribution. A total of eighty-four graduates were in the survey and almost all (66) were graduates from Macquarie University.

The respondents expressed general satisfaction with their language study but desired more emphasis on oral/aural communication, a skill in which they felt least confident at graduation.

1. SAMPLE DESCRIPTION.

A total number of 84 graduates were included in the survey: 66 were graduates of Macquarie University with the remainder coming from several institutions. Almost half (49%) had graduated within the past 2 years, 39% had graduated three or four years ago, and 12% more than four years ago.

The languages in which they graduated included French (34%), German (14%), Chinese (15%), Other (16%). The 'Other' category included Slavic languages, Italian, Spanish.

About one quarter (25%) claimed to be native speakers of the language they had studied.

2. ABILITY IN FOUR SKILL AREAS.

The graduates were asked to assess their performances in the four skill areas of Understanding, Speaking, Reading and Writing. Overall (Table 1) the majority (56%) rated their performances in Understanding and Reading as excellent or better, almost half rated their performance in Speaking as excellent or better, and 40% the same for Writing. Very few rated their performances as inadequate.

Table 1: Perceived Ability in the Four Skill Areas (percentages).

AREA	NATIVE	EXCELLENT	GOOD	SATISFACTORY	INADEQUATE
Understanding	31	25	29	14	1
Speaking	26	22	33	13	6
Reading	25	31	28	12	4
Writing	20	20	30	24	6

Graduates were classified into four groups according to language: French, German, Chinese, Other. Table 2 gives the mean perceived ability for each of the four skill areas by language group (Native = 5, Excellent = 4, Good = 3, Satisfactory = 2, Inadequate = 1).

Table 2: Mean Ability by Skill Area by Language.

AREA	FRENCH	GERMAN	CHINESE	OTHER
Understanding	3.9	3.7	3.1	3.9
Speaking	3.5	3.3	3.1	3.9
Reading	3.9	3.5	2.9	3.6

Writing	3.4	3.0	2.9	2.6

There were significant differences between the means for Understanding and Reading, but none for Speaking and Understanding. The means show that all language groups rate Speaking and Writing skills lower than the other two skills.

In Understanding, Chinese students rated themselves lowest of the four language groups (3.1), followed by German (3.7). The same pattern is observed in relation to Reading, where Chinese rated themselves lowest (2.9), then German (3.5), with French and Other highest (3.9).

Across all the four skills, Chinese graduates rated themselves lowest, with German next. French and Other language graduates rated themselves most highly.

3. LIKES AND DISLIKES OF THE LANGUAGE.

With the exception of several graduates in Serbian, all graduates preferred the oral/aural and cultural aspects of the language. German graduates included literature among their likes.

The aspects most disliked included translation and grammar.

The oral/aural aspects of the language were seen as the most valuable aspects of the language. Literature and cultural aspects were mentioned by a minority, and 'all' by some.

4. USE OF THE LANGUAGE IN THEIR OCCUPATION.

The majority of the graduates (69%) expected to use the language in their occupations and 71% claimed they did so. The uses were not solely with regard to education (teaching) and tourism, but included business. German, Japanese and Chinese were mentioned in relation to commerce.

5. GOALS OF TERTIARY LANGUAGE COURSES.

The graduates were asked to assess the relative importance of nine possible goals of tertiary language courses (Table 3) using a 5-point scale (5 = very important, 4 = important, 3 = neutral, 2 = not important, 1 = not very important).

Table 3: Perceived Importance of Goals of Tertiary Language Courses.

	%				
GOAL	VERY IMPORTANT	IMPORTANT	NEUTRAL	NOT IMPORTANT	NOT VERY IMPORTANT
High degree of oral/ aural proficiency	26	13	5	1	1
Access to literature in another language	42	36	16	5	1
High level of writing competence	47	34	16	2	1
Appreciation of subtleties of language in general	40	34	20	5	1
High level of reading competence	54	31	13	1	1
Appreciation of the society and culture of another country	54	28	16	2	0
Proficiency in translating and interpreting	31	33	28	5	4
Enhanced powers of intellectual discrimination	25	31	30	11	4
Vocational preparation	25	31	34	4	6

Overall, the highest ratings were given to oral/aural (89% in the very important and important categories) and reading (84%), then culture (82%), writing (81%) and literature (78%).

The lowest ratings were given to translating (67%), enhanced powers of intellectual discrimination (56%) and vocational preparation (56%).

The patterns were similar across the four language groups.

The graduates were then asked to rate how important the language department appeared to rate each of the nine goals. These ratings are presented in Table 4.

Table 4: Perceived Importance of Language Departments of Goals of Tertiary Language Courses.

GOAL	VERY	%		NOT	NOT
	IMPORTANT	IMPORTANT	NEUTRAL	IMPORTANT	VERY IMPORTANT
High degree of oral/ aural proficiency	33	26	26	10	5
Access to literature in another language	38	38	19	4	1
High level of writing competence	33	36	20	8	2
Appreciation of subtleties of language in general	21	20	38	15	5
High level of reading competence	34	35	23	6	1
Appreciation of the society and culture of another country	25	26	30	17	2
Proficiency in translating and interpreting	22	33	26	13	6
Enhanced powers of intellectual discrimination	12	18	35	26	9
Vocational preparation	6	27	27	22	18

Overall the general pattern was similar to the graduates' order of importance, with reading, oral/aural, writing and literature perceived as the most highly rated aspects by departments. Culture, translation, enhanced intellectual discrimination and vocational preparation being perceived as having lower importance.

There were, however, some minor differences. The perception of the graduates was that writing, reading and literature were rated highest by the departments as opposed to oral/aural, reading and culture. Culture and appreciation of the subtleties of language in general were perceived to have less importance than they wished. The perceived importance of translation and vocational preparation were as they wished.

Across the language groups there were some minor differences. Writing and appreciation of the subtleties of language were perceived as being given less importance by graduates in Chinese by than other graduates. Culture was perceived as being given greater importance by French graduates than by other graduates, and vocational preparation perceived as being given lower importance by graduates in French and

Chinese by than other graduates.

Graduates were asked to assess how well they achieved each of the nine goals (Table 5).

The aspects in which the graduates felt most competent were in access to literature in another language, subtleties of the language, reading and culture. All these aspects had in excess of 70% in the 'well' and 'very well' categories. Oral/aural proficiency was rated next (64%). Translating and vocational preparation were rated lowest.

To a large extent these responses matched the areas which the graduates perceived as important or which, they believed, were considered important by the department. The exception is the oral/aural aspect: they felt less proficient in this aspect than in other skills.

Across the language groups the only difference related to Reading and Writing. Graduates in Chinese rated their skills in these aspects lower than did graduates of other languages.

Table 5: Graduates' Perceptions of How Well They Achieved the Goals of Tertiary Language Study.

%

GOAL	VERY WELL	WELL	NEUTRAL	NOT WELL	NOT VERY WELL
High degree of oral/ aural proficiency	34	30	28	6	2
Access to literature in another language	45	29	21	5	0
High level of writing competence	29	25	31	13	1
Appreciation of subtleties of language in general	32	40	21	6	1
High level of reading competence	46	28	20	5	1
Appreciation of the society and culture of another country	42	29	23	4	2
Proficiency in translating and interpreting	14	31	39	12	4
Enhanced powers of intellectual discrimination	22	30	34	11	3
Vocational preparation	15	26	25	14	18

When asked what changes they would like to see in the language courses, almost all stated that they wanted an increased emphasis on communicative skills, especially the oral/aural components and more 'relevant' literature. This is consistent with their perceived achievement levels at graduation.

6. FURTHER STUDY IN THE LANGUAGE.

The majority of the graduates (67%) stated that further language study had been completed since graduation. Further study encompassed visiting an overseas country (42%), reading (38%), TAFE (4%), refresher course (1%) and other (38%).

7. CONTRIBUTION TO EDUCATION AND CAREER.

Most comments were along the lines of "broadened my mind", "insight into another culture". "Contribution to career" produced few comments except for teaching and commerce (translation of documents and communication with overseas companies).

REVIEW OF THE TEACHING OF MODERN LANGUAGES IN AUSTRALIAN HIGHER EDUCATION

SURVEY OF LANGUAGE TEACHERS

Graduates within last 5 years

(please circle or insert number(s) as appropriate)

1. **Sex**

Female ...1
Male ...2

2. **Qualifications**

2/3 years trained: ...1
4 years trained: ...2
5 years trained: ...3
Post-Graduate trained: ...4
Other: 5

3. Name of Institution(s):.................................

4. **Language Qualifications**

Language	No. of Years of Study
....	....
....	....
....	....
....	....

5. Are you a native-speaker of the language(s) you teach?

Yes [ ]
No [ ]

6. How would you assess your ability in each of the 4 skill areas of the language you teach? (Place a tick in each box)

	Native/near native	Excellent	Good	Satisfactory	Inadequate
1. Understanding					
2. Speaking					
3. Reading					
4. Writing					

7. What was your main motivation in becoming a languages teacher? (one box only)

i) Family/cultural background in the language ☐

ii) Encouragement from language teacher(s) at school ☐

iii) Good marks in the language at school ☐

iv) Interest in language study at tertiary level ☐

v) Desire to be a teacher as such ☐

vi) Genuine love of languages ☐

vii) Other (please specify) ....
.... ☐

8. Have you lived overseas in a country where the language you teach is spoken?

Yes ...1
No ...2

9. If 'Yes', for a total of how many months?

1. Up to 6 months
2. 7-12 months
3. 13-18 months
4. 19-24 months
5. more than 24 months

10. If 'Yes', when did you spend this period?

1. prior to university/college course?
2. during the course vacations?
3. before commencing teaching?
4. after commencing teaching?

11. How well did your teacher-training prepare you for teaching languages?

Very well .... Poorly
5 4 3 2 1

12. How would you rate the theoretical and practical aspects of your teacher training?

too much theory: 1
too much practice: 2
good balance: 3

13. Did your tertiary study of the language provide you with sufficient and appropriate knowledge and language skills on which to build your teacher-training?

Yes ...1
No ...2

14. If 'No', what were the main deficiencies?

....
....
....
....
....
....

15. Did your teacher-training course provide you with sufficient knowledge and teaching skills to be able effectively to teach the language?

Yes ...1
No ...2

16. If 'No', what were the main deficiencies?

....
....
....
....
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....

17. Has the reality of teaching a language in an Australian school environment corresponded to your goals and expectations?

Yes ...1
No ...2

18. If 'No', in what ways does it not correspond?

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19. Given the opportunity, what changes would you make in the languages teacher-training you received?

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20. Do you feel the need for further training?

Yes ...1
No ...2

21. If 'Yes', which are the best ways to achieve this. (circle the two most important)

1. post-graduate degree/diploma:
2. in-service course in the language:
3. refresher course in the language:
4. sponsored stay in the target country:
5. other (specify)...............................
   ....

22. How do you maintain your competence in the language? (Place 1, 2, or 3 in the boxes provided)
1 = often, 2 = seldom, 3 = never

i) I attend in-service courses [ ]

ii) I listen to radio &/or watch T.V. in the language taught [ ]

iii) I read newspapers/magazines in the language taught [ ]

iv) I go to films in the language taught [ ]

v) I associate with speakers of the language taught [ ]

vi) I regularly travel overseas [ ]

vii) Other (specify) ....
.... [ ]

23. Do you feel you chose the right language(s) to study and to teach?

Yes [ ]
No [ ]

24. If 'No', why not?

....
....
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25. Do you see yourself as still being a languages teacher in 5 years time?

Yes [ ]
No [ ]

26. If 'No', why not?

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....

27. Do you wish to make any other comments, observations or suggestions?

....
....
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....
....
....

THANK YOU FOR YOUR COOPERATION

ADDRESS FOR RETURN OF QUESTIONNAIRES BY 30TH JUNE 1990

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SURVEY OF LANGUAGE TEACHERS

WHO GRADUATED WITHIN THE LAST FIVE YEARS

SUMMARY

The sample is not representative as the sample size is small and most of the responses come from teachers who are graduates of the University of Western Australia or Macquarie University. Whether their views reflect the views of language teachers in general is problematic.

Most were satisfied with their tertiary language courses and teacher training but all who expressed some level of dissatisfaction wanted more emphasis on 'relevant' and 'practical' aspects of either the language or teaching in general.

What makes their comments different from what one might expect from teachers in general (who had been teaching for less than five years) is their defensive attitude. They highlighted lack of support for languages in schools, the lack of interest from students and the necessity for them to 'sell the language'. In this respect their comments are similar to the attitudes of teachers found in a survey (Eltis & Cooney) carried out in 1981.

1. DESCRIPTION OF THE SAMPLE.

A total of eighty responses was processed. The majority (70%) were female and the majority (71%) had completed four years of tertiary training. A small percentage (5%) had less than four years of tertiary training, and about a quarter (24%) had five or more years of tertiary training.

The sample came mainly from Western Australia and New South Wales (37% and 36% respectively).

The spread of languages mentioned is shown in Table 1. Respondents were allowed to nominate up to three languages.

Table 1: Languages Nominated By Respondents.

LANGUAGE	%
French	60
German	40
Italian	33
Japanese	21
Chinese	13
Indonesian	11
Spanish	9
Other	4

The most common language mentioned was French, followed by German. A total of 46 specified more than one language. Of the 14 who mentioned German all but one also mentioned French. Thirty-three teachers mentioned French: all but one specified another language (13 German, 11 Italian, 3 Spanish, 5 Other).

The majority (72%) stated that they had lived overseas at some time in their lives. Of those who said 'yes' most (61%) had lived overseas for less than a year (37% less than six months), 10% between one and two years, and 24% for two years or more. Almost half (49%) went either prior to or during college (37% prior to college), 27% before teaching and 24% while they had been teaching.

2. PERCEPTIONS OF ABILITIES IN DIFFERENT ASPECTS OF THE LANGUAGE.

Only a minority (33%) claimed to be a native speaker of the language.

Teachers were asked to assess their ability on each of the four skill areas (understanding, speaking, reading, writing). The results are shown in Table 2.

Table 2: Perceived Abilities in the Four Skill Areas (percentages).

	PERCEIVED ABILITY			
AREA	NATIVE	EXCELLENT	GOOD	SATISFACTORY
Understanding	44	38	14	4
Speaking	27	41	24	8
Reading	35	39	21	5
Writing	29	32	33	6

Few saw their skills in any area as merely satisfactory; the majority saw their skills as either 'native' or 'excellent'. Understanding and reading were rated most highly, then speaking and writing.

3. MOTIVATION FOR BECOMING TEACHERS.

Respondents were asked to state the main motivation for becoming a teacher. (44%) specified 'love of languages', about one in six (17%) gave 'interest in language study', and about one in ten (11%) family and cultural reasons (Table 3).

Table 3: Main Motivation for Becoming a Language Teacher.

MOTIVATION	%
Love of languages	44
Interest in language study	17
Family/cultural	11
Other reasons	28

3. PERCEPTIONS OF TEACHER TRAINING.

To the question, "how well did your teacher training prepare you for teaching ?" the average response was 3.2 (the neutral category) with a spread on either side in a symmetrical fashion (Table 4). About one in ten rated the training as poor and almost the same number rated it as very good.

Table 4: Perception of Adequacy of Teacher Training.

Very Well	Well	% Neutral	Not Well	Poorly
8	25	32	25	10

When asked about the theoretical and practical aspects of their courses, the majority (64%) stated that there was too much theory, 3% too much practical and 33% a good balance.

The majority (77%) stated that the study of the language was sufficient: the main deficiency specified was speaking practice and the 'esoteric' vocabulary used at times.

A smaller majority (58%) saw their teacher training as sufficient. The main deficiencies mentioned focused on the issue of theory and practice. Their responses supported the observation made above that there was 'too much emphasis on theory' and what was needed was 'more work on relevant issues'.

4. THE REALITY OF TEACHING AS OPPOSED TO THE EXPECTATIONS.

To the question, "Has the reality corresponded to your goals and expectations?" the majority (58%) responded NO. Their comments could be classified as General and Language Specific.

The general comments, which are applicable to all teaching areas included discipline, classroom management and administration.

The language specific comments included lack of recognition for language teaching and learning, and lack of motivation of staff and students. The sample of comments listed below provide the depth of feeling expressed by some of the respondents.

> "languages not in the core curriculum"
>
> "have to fight tooth and nail for language"
>
> "problem of composite classes"
>
> "poor attitude of staff and students towards the value of a foreign language"
>
> "I am expected to 'sell' the language to year 7 students. I have to make it as simple and as interesting as possible so that students will like it and may choose one in year 8. This is a battle for survival"
>
> "insufficient timetable periods"

5. RECOMMENDED CHANGES TO TEACHER TRAINING.

Respondents emphasised the need for more practical and more relevant material and teaching experience.Most of these changes are not language specific and could apply equally to other teaching areas.

> "add more subject specific sessions, emphasising the four micro-skills"
>
> "encourage more resource making before the end of Dip Ed"
>
> "more classroom experience"
>
> "more emphasis on communication in the target language"
>
> "less of philosophy of education"
>
> "more of learning difficulties and discipline problems"
>
> "more support for new teachers"
>
> "more inservice support"
>
> "more relevant teaching practices - not ones based on "ideal' situations"
>
> "how to motivate kids - how to relate language to everyday life"
>
> "lighter load for new teachers"

The respondents were almost unanimous that there was a need for more training (83%); the two most favoured methods were inservice (62%) and sponsored stay in the country where the target language was spoken (84%). Postgraduate training (14%) and refresher courses (31%) were favoured by only a minority. Although the most favoured option was sponsored stay, it was acknowledged by some that this was not practicable because of the costs involved.

6. MAINTENANCE OF COMPETENCE IN THE LANGUAGE.

In order to maintain their competence in the language, the respondents used several methods. The frequency with which they used each of the seven methods specified is shown in Table 5.

Table 5: Methods Used to Maintain Competence in Language Skills.

METHOD	OFTEN %	SELDOM %	NEVER %
Inservice courses	40	34	26
Listen/watch media	53	33	14
Read	55	38	7
Films	42	41	17
Associate with native speakers	53	39	8
Travel overseas	31	48	21
Other	73	20	7

From the data in Table 4 it can be seen that no one method was seen to be more popular than another. The 'Other' category included such things as lesson preparation, private study and evaluation.

7. CHOICE OF LANGUAGE AND LANGUAGE BEING TAUGHT.

Almost all the respondents (91%) stated that they had chosen the right language and were teaching one of the languages they had studied. Small percentages said that they were teaching a language other than those studied (15%) or had been asked to teach a language other than the one studied (19%). Almost half (49%) were teaching in area other than languages; these areas rang ing from English to Industrial Arts, with English being the most common.

The fact that almost half were teaching in an area other than languages deepened the anxiety felt by the respondents.

8. REMAIN IN TEACHING .

When asked if they saw themselves as language teachers in five years time, the majority (61%) stated YES, 6% MAYBE and 33% NO.

Their comments could be classified as general and language specific.

Among the general comments were the following:

> "salary ! money !"
>
> "teaching is a mug's game"
>
> "burnout"

The language specific comments included the following:

> " motivation"
>
> "lack of support for languages"
>
> "lack of opportunity for promotion"
>
> "if the current system, standard and status of languages is not improved I feel my energy and enthusiasm and conscience will not allow me to stay in teaching even though I enjoy the actual teaching and languages immensely"
>
> "the first four years of language teaching were a grind. The school I'm now teaching at with its highly ethnic population shows no hostility towards foreign languages. I feel rejuvenated by teaching Japanese. It's good to teach a subject which is in demand, rather than one which is complained against."
>
> "teaching has always been what I wanted to do. If I left teaching it would be because it is not a supported profession"
>
> "I see a cloud hanging over the future of French and German teachers. The average Australian does not see the value of learning a language. Education for Australians has always been measured in dollars and cents, or income potential. Education per se no longer exists; it is becoming a vocational issue. Many teachers such as myself
>
> are struggling with Japanese lessons, with no assistance from the Government whatsoever; simply trying to keep our heads above water"
>
> "the training is not the problem - it is the conditions after the training which are the depressing factors"
>
> "very little chance for promotion because of the few mastered departments"
>
> "what is need is more DIRECTIVES, not RECOMMENDATIONS. Documents like Language for WA and the ALL project are useless unless resources for implementation and directives follow"

These comments encapsulate some of the frustrations felt by the respondents and can be regarded as language specific. Not having a subject in the core curriculum makes them feel that they must "sell" the language and that they are largely responsible for their own survival. Support from either school executive or government is not always perceived as forthcoming. Having compulsory language in years 7 & 8 is not seen as the answer as it means that language teachers have a heavy commitment to these junior years, having to "sell" the language in what is perceived as a hostile environment and then having little teaching on senior classes. A consequence of the decline of languages has been the decline of mastered departments in the languages, and hence the lack of opportunity for promotion.

Despite this, the majority saw themselves teaching languages in five years time!

FOR STATE DEPARTMENTS OF EDUCATION

1. What are the minimum acceptable qualifications for (secondary) modern language teaching in Government schools in your State?

   a) Tertiary Study of language(s) ....
   ....
   ....

   b) Teacher Training in language teaching ....
   ....
   ....

2. Do these requirements apply equally to Government and non-Government schools?

   Yes ..... No .....

3. Is the supply of modern language teachers, within your State, sufficient for current and emerging needs?

   Yes ..... No .....

4. If 'No', rank the languages in which teacher supply is seen as a problem (up to six languages).

   1. ....
   2. ....
   3. ....
   4. ....
   5. ....
   6. ....

5. If you wish, expand on the nature of this problem for any or all of the above languages (use additional page if necessary).

   1. ....
   2. ....
   3. ....
   4. ....
   5. ....
   6. ....

6. Is your State currently using or considering any new strategies in regard to the employment of modern language teachers?

   Yes ..... No .....

7. If Yes, brief details ....
....
....

8. Has your State recently sought to recruit language teachers from interstate or overseas, or do you envisage doing so? If so, which languages and for what particular reasons?

....
....
....

9. Is your State considering or proposing to consider any particular languages as "priority" languages? Please identify these.

....
....
....
....

10. Are there any recent policy statements or decisions specifically relating to modern language study in your State?

Yes ..... No .....

11. Title document ....
Brief summary ....
....
(use additional page if necessary)

IF POSSIBLE A COPY WOULD BE GREATLY APPRECIATED BY THE REVIEW

12. Is it the norm for modern language teachers to have tertiary study in at least two languages?

Yes ..... No .....

13. Is there any discernible tendency for teachers to specialise in one language plus another teaching area (e.g. Japanese + Geography or German + Mathematics)?

Yes ..... No .....

14. Is there any requirement for teachers to have 'split' qualifications as in Question 13, above?

Yes ..... No .....

15. Is there within your system a clear career path (and promotion) for such teachers with 'split' qualifications?

Yes ..... No .....

16. If YES, brief details ....
....
....

17. Is there specific training for language teachers at Primary School level?

Yes ..... No .....

18. If Yes, what are regarded as minimal acceptable qualifications?

....
....
....

19. What avenues exist for language teachers to spend time in the relevant country in order to improve fluency and efficiency?

. systems - based scholarships	Yes	No
. systems - based exchange schemes	Yes	No
. systems - sponsored or assisted short visits	Yes	No
. Other	Yes	No

20. Within your State, what are the current trends concerning the commencement of the study of a modern language other than English?

That is:

a) Are more students commencing such study in primary school?

Yes ..... No .....

b) Which is the most common time to commence modern language study in secondary school? (tick one box only)

Year 7	[ ]	Year 10	[ ]
Year 8	[ ]	Year 11	[ ]
Year 9	[ ]	Year 12	[ ]

c) Is there any discernible trend in regard to language study in any particular Year levels? (Brief details)

....
....
....
....
....
....
....
....
....
....

d) Is language study in primary school formally linked with secondary school study?

Yes ..... No .....

e) **Are students with primary school language experience allocated to special courses or schools for continued study of the language in secondary school?**

Yes .....   No .....

21. Is the study of a modern language other than English compulsory at any stage during secondary education?

Yes .....   No .....

22. If Yes, please give details ....
....
....

23. If a student elects a modern language when is that student first able to discontinue the study?

a) during the first year of study [ ]

b) after the first year of study [ ]

c) after the second year of study [ ]

d) after the third year of study [ ]

e) (state other period).................
.... [ ]

24. Is there any evidence within your State to suggest that the study of a language at primary school level enhances the likelihood of (a) the same language being selected for further study at secondary school level?

Yes .....   No .....

(b) any language being selected for further study at secondary school level?

Yes .....   No .....

(c) the success of such language study in secondary school?

Yes .....   No .....

25. Have any recent surveys or reports been done to ascertain patterns of modern languages study in your State? e.g. How many students discontinue such study as soon as possible? How many elect such study in the post-compulsory school years? Why do students (not) choose languages? Which languages are most/least in demand?

Yes .....   No .....

26. If Yes, the Review would be grateful for summary comments and/or copies or extracts of such surveys/reports.

....
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....
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....
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....(Use additional page if necessary)

27. Do any special mechanisms exist for the study of modern languages in your State? eg. a Saturday School of Languages, Correspondence Courses, etc.? Which particular languages are involved? (Brief details) What have been/are the effects of such special mechanism on language study as a mainstream provision?

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THANK YOU FOR YOUR COOPERATION

ADDRESS FOR RETURN OF QUESTIONNAIRES BY 18TH JUNE 1990

Mr. Graham Sims
Executive Officer
Review of the Teaching of Modern Languages
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Sydney NSW 2000

STATE DEPARTMENTS OF EDUCATION

Q.1/2.: In general, LOTE teachers in the various State government school systems are required to have both tertiary qualifications (usually a minimum of 2 years) in the language(s) plus teacher training (most commonly of the 1 year Dip.Ed. type), in order to teach in secondary schools.

There are indications that, because of the emphasis on communicative competence in LOTE teaching and the growing emphasis on the importance of LOTE study in the national context, some re-appraisal of teacher qualifications may be necessary.

In the case of "newer" or less common languages, such as Estonian, Turkish, Vietnamese etc., special categories of employment have had to be developed, particularly where special provider mechanisms such as Saturday Schools or Correspondence Schools have formed the main basis of study of these languages.

Q.3-5.: In all States and Territories, the supply of LOTE teachers is seen as insufficient for current and emerging needs, and in all cases, the problem is seen as being most serious in regard to Japanese, obviously because of the (unexpectedly) rapid expansion of community demand for this language.

Indonesian also figures high on the list of unfulfilled demand and insufficient supply, even though this language was introduced in at least some States as long ago as the late 1960s. With a falling-off of student demand in the mid-to-late 1980's, there has been a significant loss of teacher expertise and, as yet, little evidence of this expertise being replaced by new teachers of Indonesian.

The identified problems could be summarised thus:

i) there has been a lateral expansion of languages, language programs and philosophies in most States, encompassing, to varying degrees;

  * multicultural perspectives in the curriculum,

  * mother tongue maintenance programs in primary schools,

  * second language programs in primary schools,

  * traditional foreign language programs in

secondary schools,

- community language programs in secondary schools,
- "new" language programs in secondary schools (especially in regard to Asian languages, particularly Japanese).

ii) There has been a general lack of adequate co-ordination between and across these programs, and this has often served to fragment and weaken the overall status of languages, rather than strengthen it.

iii) there has also been a structural expansion of strategies to service these programs. These include:

- the establishment or extension of special mechanisms such as Saturday Schools and Correspondence Schools;
- insertion class models (such as C.O.A.S.I.T. for Italian);
- re-training programs for teachers;
- special approval procedures for teachers of high demand languages, not locally available through normal tertiary study methods;
- cadetships/scholarships for high demand languages.

iv) Notwithstanding the above, there is general agreement that the supply of LOTE teachers, both quantitatively and in some important ways qualitatively, is insufficient.

- As long as the range and nature of LOTE offerings K-12 proliferates, there will be gaps in teacher supply.
- If communicative competence is to be seen as the goal of LOTE teaching, then there is a general (and in some cases urgent) need to raise the proficiency levels of LOTE teachers.

v) Not all of the teacher supply problems related to LOTE's are language specific. Wider issues such as the declining esteem of teaching as a career and the perceived low morale of teachers in general, act as major disincentives in a specific teaching area such as LOTE, where the overall proportion of students even potentially interested in LOTE teaching as a career is very small, and currently decreasing.

Q.6/7.1 In recognition of the lack of sufficient and appropriately competent LOTE teachers, State employing authorities are responding with such initiatives as:

i) offering cadetship/scholarships to teachers (or intending teachers) in shortfall areas (again, most notably in Japanese);

ii) offering retraining programs so that teachers may transfer their LOTE teaching skills to high demand languages;

iii) improving detailed liaison with universities and teacher education institutions so as to maximise early contact with possible LOTE graduates. The goal is to encourage early recruitment, including the offering of incentives.

iv) extending and expanding in-service programs, particularly in regard to developing, expanding and updating communicative competence in the target language.

v) recruiting overseas teachers, including Australian-based but overseas-trained LOTE teachers, whose qualifications may not hitherto have been recognised here.

Although these are welcome initiatives, the following salient points need to be noted:

- There are emerging perceptions that only a few languages (eg. Japanese & Korean) are really being treated as priority languages and that other languages (and hence teachers of those languages) are regarded as poor relations, somehow meriting less support.

- There are some naive and potentially counter-productive assumptions underlying some of the re-training programs noted during the course of this Review. Indeed, some appear to lack any firm academic or applied linguistics base, and, at least at an administrative/bureaucratic level assume that a comparatively short-term re-training course can transform an experienced, dedicated but comparatively low morale French teacher into an experienced, dedicated and high morale Japanese teacher. There is growing evidence, from the teacher re-trainers, observant academics, the re-trained teachers themselves and, perhaps most importantly, the students who are the focal point, that what is involved is neither quick nor easy and that the benchmark criterion should be neither expediency nor cost.

* There are clear and encouraging indications that university language departments and teacher education programs want to assist in improving the quality and quantity of LOTE study in schools.

In the case of many university language departments, their own status and viability are perceived as being in doubt, and they do not feel that they argue from a position of strength.

Teacher education institutions seem keen enough to support LOTE teacher training, but over recent years the interest in LOTE teaching has diminished rather than grown, to the point where in several institutions it has disappeared from their overall teacher education program. In several other cases, only very small numbers of graduates undertake LOTE teacher training, by comparison with numbers in other subject areas.

There are some encouraging signs that teacher education institutions are seeking new ways of capturing the LOTE teaching market - for example, by developing specialist Diploma in Language Teaching type courses, by working closely with teacher employing authorities in (re)training teachers, and by trying to free up administrative or institutional barriers to LOTE teacher training. (eg, University of Technology, Sydney, Catholic College of Education, Sydney, Victoria College).

Q.8.: Recruitment of interstate or overseas teachers has been recently attempted in Victoria, the A.C.T., and the Northern Territory, but only in regard to suddenly emerging short-fall languages, principally Japanese. There appears to be preference for re-training of local LOTE teachers and/or teacher-training initiatives for overseas-qualified but Australian domiciled people who wish to teach a particular language. Earlier attempts to recruit Mathematics and Science teachers directly from overseas provide salutary lessons about the pitfalls in instantly transposing overseas teachers into the Australian school environment and its unique socio-cultural milieu. In no other subject area could this factor be more critical than in LOTE teaching itself, where language and culture are interwoven.

Q.9.: The concept of priority languages is now generally accepted in all States and Territories. The languages identified tend closely to reflect the priority languages put forward in the National Policy on Languages.

Q.10/11.: All States and Territories now have a policy statement or similar document specifically referring to languages, and in all of these, strong supportive statements are made about LOTE study, together with strategies for wider LOTE teaching in schools.

Q.12.: In most States, it is not the norm for LOTE teachers to have tertiary qualification in (at least) two languages, though it has been the norm in N.S.W., S.A. and the A.C.T. In W.A., LOTE teachers must also have teaching qualifications in a non-language area.

Q.13.: There is an increasing tendency for intending LOTE teachers to specialise in one language plus another teaching area. A common combination is now a LOTE plus English or ESL. Other information gained by the Review suggests that a motivating factor is the desire by intending LOTE teachers to keep their options open, particularly given the perceived limited opportunities if they concentrate on LOTE alone. It might be noted that, while in some Australian states (eg. N.S.W., W.A. and the A.C.T.) it has been normal for LOTE teachers to be able to teach (at least) two languages, this is by no means the norm overseas. A teacher of E.F.L., for example, is regarded as an expert in that field, and is generally not expected also to be able to teach another language or languages. Indeed, overseas-trained LOTE teachers have commented that it is unrealistic to expect an Australian-trained LOTE teacher to have (+ maintain) such high levels of communicative competence in two, let alone three foreign languages.

Q.14.: Three States (W.A., the Northern Territory and Queensland) indicated that there is a requirement for teachers to have "split" qualifications, as in Q.13, above. Only the response from Queensland indicated a reason ("schools require this for time-tabling).

Q.15/16.: Four States (Victoria, W.A., S.A. and the A.C.T. indicated that there is no clear career path (and promotion) for teachers with split qualifications. In N.S.W. they may become Head Teachers (Administration), while in QLD and the N.T. they have had the same career and promotional opportunities as all other teachers.

Q.17.: Only two States (Victoria and the A.C.T.) indicated that there is specific training for LOTE teachers at the Primary School level. The A.C.T. response stated that a course of seminars in LOTE education had begun this year at the University of Canberra. "It seems unsure whether this will continue, although for the Department of Education it is a high priority". The Queensland reply states "This is strongly recommended in the Ingram Report and some of the Colleges of Advanced Education are beginning to offer courses."

Interestingly, in N.S.W., where the place of LOTE's is now enshrined in government policy, within the curriculum paper "Excellence & Equity," the compulsory 100 hours of LOTE study to be introduced in 1996 is specifically designated for Years 7-10 in secondary school.

The A.C.T. policy statement, "Languages Other Than English in A.C.T. Government Schools 1990-2000" specifically refers to LOTE programs in primary schools, but makes frequent reference to resourcing difficulties. As with other States, it appears that the more structured and formally resourced place for LOTE study remains in secondary school.

Q.18.: Victoria and the A.C.T. refer to a "LOTE major" as the minimal acceptable qualification for teaching of LOTE's at the primary level. Queensland refers to the Ingram Report, which would aim at "a level 3 on the ASLPR scale".

Q.19.: Support for the concept of LOTE teachers spending time in the relevant country, in order to improve fluency and efficiency, is generally acknowledged. Only W.A. and the A.C.T. claim that "systems-based scholarships" are not available, though, along with all States, they refer to other forms of assistance, such as exchange schemes, assisted short visits, overseas-sponsored schemes and "outside" scholarships.

These observations need to be be made:

i) such assistance has been rather thin on the ground in previous years, and most LOTE teachers who did seek overseas experience did so at their own expense and in their own time;

ii) in more recent years there has been some disinclination for LOTE teachers to spend time overseas if it meant running the risk that they might not have a job to return to;

iii) at the moment, the number of scholarships and other financial assistance for LOTE teachers seems skewed towards the high demand languages, particularly Japanese. Whilst this is understandable, it leads to perceptions that interest and qualifications in other languages are not as highly valued.

Q.20.: a) All States indicated that more students are commencing LOTE study at the primary school level. There is a general consensus that, in principle, language study should commence as early as possible. An examination of the various State policy documents suggests, however, that, at a time of limited resources, systems support for the structured teaching of LOTEs largely remains concentrated at the secondary school level.

b) The most common time for LOTE study to commence in secondary school is Year 7/Year 8.

c) Most States referred to concern about drop-out rates among LOTE students, given the elective nature of LOTE study. These drop-out rates can be very high (as high as 70%, claimed in Tasmania, between Years 7/8 and 9/10). Attrition appears highest of all under a module-type system, where students can change electives every 1-2 years.

The sequential nature of language study and the critical importance of the initial phase of learning mean that such drop-out rates seriously militate against a strong base for LOTE study in the senior secondary and higher education levels. Of particular concern is the attrition rate between Year 10 (i.e. the end of "junior" high school and Year 11 (i.e. the beginning of senior high school).

Comment: To this school-level phenomenon of high attrition rates among LOTE students needs to be added the common perception of high attrition rates between, say, First Year and Second Year at the higher education level, particularly in some languages, such as Japanese. There is a need for further research into precise reasons for this feature, and the influences which apparently cause a disappointingly large percentage of LOTE students, at both school and higher education levels, to discontinue LOTE study as soon as they can.

d) Five of the eight States/Territories indicated that LOTE study in the primary school is not formally linked (or inadequately linked) with secondary school study.

e) Six authorities reported that students with primary school LOTE experience are not allocated to special classes or schools for continued LOTE study in the secondary school. There are efforts being made, at least in Victoria and the A.C.T. to address this issue.

Furthermore, cluster models, such as now operate in N.S.W. and Queensland, for example, are most likely to encourage structured links between LOTE programs in primary schools and their local feeder high schools.

Q.21.: Only one authority, the Northern Territory, stated that LOTE study is compulsory - for Years 8 and 9. Queensland indicated that it is compulsory "in theory at least at Year 8 level", but that this has been a 'hidden policy" not strictly enforced. Although the remaining 6 States indicated that study is not compulsory, it needs to be borne in mind that, within the various language policies or other curriculum statements referred to in Question 10, strong support is indicated for languages.

- In N.S.W., LOTE study of a minimum of 100 hours is to be compulsory somewhere between Years 7-10 as from 1996.
- In Tasmania, "The Education Department supports the view that as many students as possible should study one or more languages other than English for a sufficient length of time to enable them to reach initial proficiency in the language or languages studied". (The study of Languages other than English in Tasmanian Secondary Schools and Colleges" - Education Department Tasmania 1987)
- In the Northern Territory "It is important for all students to develop practical skills in at least one language other than English".

(Northern Territory Policy on Languages other than English 1983)

- In South Australia "It is the ultimate goal of the Education Department that all students have the opportunity at some time during their formal education to learn at least one language other than English." (Languages Policy - Education Department of South Australia - undated, but c.1985).

- In the A.C.T. "Every student should have the opportunity to learn at least one language other than English for as many years as possible" (Languages other than English in A.C.T. Government Schools 1990-2000).

- In Western Australia "It is the Ministry policy that access to LOTE be made available to all students in its schools to accord with their interests and needs, with the expectation that study in a LOTE will be a normal educational experience for all children" (Languages Other than English - Strategic Plan 1990).

The Languages Action Plan for Victorian Government Schools (1989) states "that every school should offer at least one LOTE and that every student should study at least one LOTE for at least the years of compulsory schooling, with students being encouraged to continue this study in the post-compulsory years."

Q.23.: In the light of the very positive and supportive statements about LOTE study summarised above, it is disappointing to note that 5 States/Territories, (Tasmania, N.S.W., the A.C.T., Western Australia and South Australia) indicated that language study can be discontinued during the first year of study. The remaining 3 States/Territories indicated that language study can be continued after the second year of study.

Comment: Given the move towards "compulsory" LOTE experience and the general recognition that LOTE study must be of sufficient duration and structure to facilitate some meaningful level of proficiency, the fact that students can and do opt out of LOTE study so early, is a cause for concern. A major area for further investigation is why students opt out of LOTE study, having elected it a) at school level or b) at tertiary level.

Possible reasons include:

- boredom or frustration with the course and/or teacher

- perceptions of low achievement levels, which discourage further study

- perceptions of the relative "uselessness" of LOTE study and the relatively higher "usefulness" of other options such as commerce, economics, industrial technology courses etc.

Q..24.: The question of the relationship between LOTE study at the primary and secondary school levels and the positive/negative/neutral transfer which may occur between such stages, remains largely unresolved, at least as far as detailed Australian-based research evidence is concerned.

There are, it would appear, the following assumptions:

a) study of a LOTE in primary school enhances the study of that LOTE in secondary school. (There are, equally, assumptions that it may do the opposite, as "many learners want a change of LOTE").

b) Study of a LOTE in primary school enhances the likelihood of some LOTE study being chosen in secondary school. (There are, equally, acknowledgments that "no formal research has been carried out").

c) study of a LOTE in primary school enhances the likely success of LOTE study in secondary school. (There are, equally, acknowledgments that this impression is not based on any "documented study".

The Queensland response concludes as follows: "No evidence has been collected to support any of the three propositions. In the case of the first two propositions it is as yet too early for trends to have shown up. With respect to proposition (c) the impression seems to be that it is enhanced."

Q.25/26.: The nature, range and place of LOTE study in schools is critical to the position of such study in higher education. To a significant extent it provides, or should provide the base for such further study.

Languages other than English have had a place in our secondary schools virtually since the inception of a formal education system in Australia. Although their place in our primary schools is more recent, and less formally structured, there have been such programs for at least the last 15 years or so.

It was clear to the Review that higher education language departments are having to cope with a greater proportion of "beginners" than ever before. To some extent this obviously reflects the fact that many students do not undertake LOTE study at school and the "interested market" at the higher education level includes students with little or no previous LOTE study.

It is a matter for concern that there is an untapped market of students who:

i) never undertook LOTE study at school and, therefore, do not consider it feasible or worthwhile at a higher level, or

ii) had unsatisfactory experiences in LOTE study at primary and/or secondary school level and have, therefore, not considered it a worthwhile area for further study.

There is a need for effective, locally-based research on:

- why students do not elect LOTE study;
- why students discontinue LOTE study;

Philosophical, pedagogical, methodological and administrative links between LOTE study at primary school, secondary school and higher education levels are a major area for further research and clarification.

O.27.: To varying extents, all States and Territories have found it necessary to use special mechanisms to support the range of languages offered and to accommodate the candidatures that are often small and fragmented. These special provider mechanisms could be summarised thus:

i) Correspondence School/Distance Education:

In most States this mechanism has existed for many years, it was originally intended to serve the educational needs of rural or isolated children. Its use has extended more generally into languages partly because of their declining viability in schools.

The conventional use of correspondence tuition concentrated on printed/written materials, with oral-aural back-up via cassette tapes. As LOTE teaching has moved more and more into a "communicative competence" approach, this traditional "correspondence" model has been seen as unsatisfactory, given the limited opportunities for student-teacher and student-student interaction.

The use of more modern and electronically sophisticated distance education techniques for LOTE teaching is now increasing at the school system level. These include telelearning, teleconferencing and the use of linked computers, FAX, telephones, scanners etc. The Review received no direct evidence of the use, as yet, of inter-active video linkage at the school level, though its use has begun at the higher education level.

Comment: It may well be that the important and rapidly developing area of distance education is one which could profit from expanded and more closely structured links between the school and higher education levels.

ii) Saturday Schools (of languages)

This mechanism has applied for many years in Victoria and more recently in N.S.W. and Western Australia. A very similar concept, called the South Australian Secondary School of Languages, applies in that State.

In each case, these are official Departmental structures, seen as complementary LOTE providers for those languages which cannot viably be offered within "normal" day schools.

Their area of concentration has tended to be the so-called "community" languages, basically because:

- these are "newer" languages within the school system
- they tend to have small and/or scattered candidatures rarely able to be resourced and supported under normal school staffing provisions
- teachers of these languages tend to be in short supply and/or do not have teaching qualifications which would normally be recognised for mainstream teaching.

Traditionally taught languages such as French and German tend to have been excluded from these special mechanisms. Reasons include:

- a laudable view that, wherever possible, LOTE study should remain in normal face-to-face school settings, alongside other parts of the curriculum

- industrial/professional objections by teacher unions to "outside normal school hours" strategies like the Saturday Schools.

At least in principle, complementary LOTE providers such as the Saturday Schools have aimed to produce a situation in which languages that they support can establish a viable place in the curriculum of "normal" schools. In reality, some languages depend significantly or totally upon such special support mechanisms, and will presumably continue to do so.

Other languages, such as Chinese, Japanese and Indonesian, appear to have some place both in the normal school situation and in the Saturday School facility.

iii) Ethnic Schools

These exist in virtually all States and Territories and are readily acknowledged as playing a valuable role, particularly in mother tongue/cultural maintenance, but also as a source of second language learning for some students.

Programs taught in ethnic schools have generally not been regarded as "official" or "mainstream" LOTE teaching, and have generally not been formally accredited for the H.S.C. or its equivalents.

There are indications of a growing interest in finding ways to have such programs accredited, so that ethnic schools could also become complementary LOTE providers, along with the various other mechanisms.

There is obviously considerable expertise within the ethnic schools movement and the Review believes that there are opportunities to expand and formalise the links between ethnic schools and the more mainstream language providers, so that valid language experiences can be accredited on as wide and encouraging a base as possible.

iv) The potential for accreditation also exists for language courses undertaken through TAFE, Evening Colleges and community organisations such as the Alliance Française, the Goethe Institute, the Workers Education Authority and insertion class models such as C.O.A.S.I.T. in Italian.

v) N.S.W. has recently established Specialist Language High Schools, with a strong and structured commitment to languages, particularly to the point where continuity of access can be assured from Year 7/8 through to Year 12.

FOR STATE CREDENTIALLING AUTHORITIES

1. **Which languages are taught to H.S.C. (i.e. Matriculation) standard in your State (Note: "classical" & Aboriginal languages are excluded from this survey).**

Arabic ☐
Cantonese ☐
Croatian ☐
Czech ☐
Dutch ☐
Estonian ☐
French ☐
German ☐
Greek (modern) ☐
Hebrew (modern) ☐
Indonesian ☐
Italian ☐
Japanese ☐
Korean ☐
Lithuanian ☐
Macedonian ☐

Malay ☐
Maltese ☐
Mandarin ☐
Polish ☐
Portuguese ☐
Russian ☐
Serbian ☐
Slovenian ☐
Spanish ☐
Turkish ☐
Ukrainian ☐
Vietnamese ☐
Others (please specify)
....
....
....

2. What specific criteria, if any, relate to the establishment of H.S.C. (or equivalent) language in your State?

....
....
....
....
....
....

3. Is it a requirement that a language be available for tertiary study before it is approved as an H.S.C. (or equivalent) subject?

Yes ☐ No ☐

Comment if you wish ....
....
....
....
....
....
....
....

4. Please indicate the relative popularity of each language taught, as a percentage of the total 1989 H.S.C. (or equivalent) candidature.

Arabic [%]
Cantonese [%]
Croatian [%]
Czech [%]
Dutch [%]
Estonian [%]
French [%]
German [%]
Greek (modern) [%]
Hebrew (modern) [%]
Indonesian [%]
Italian [%]
Japanese [%]
Korean [%]
Lithuanian [%]
Macedonian [%]

Malay [%]
Maltese [%]
Mandarin [%]
Polish [%]
Portuguese [%]
Russian [%]
Serbian [%]
Slovenian [%]
Spanish [%]
Turkish [%]
Ukrainian [%]
Vietnamese [%]
Others (please specify)
....
....
....

5. Which languages, if any, have been introduced as H.S.C. (or equivalent) subjects in the last 10 years?

....
....
....

6. Which languages, if any, have been discontinued as H.S.C. (or equivalent) subjects in the last 10 years?

....
....
....

7. Rank the six languages which have had the highest growth rate in the H.S.C. (or equivalent) in the last 10 years and, if possible, indicate that growth rate in percentage terms of the increase.

1. .... (+ %)
2. .... (+ %)
3. .... (+ %)
4. .... (+ %)
5. .... (+ %)
6. .... (+ %)

8. Does your system have separate syllabuses (&/or examinations) for students defined as "native" or "non-native" speakers of particular languages? If so, please name the languages and indicate if there are such separate syllabuses and/or examinations.

Language	Native Speaker Syllabus	Non-Native Speaker Syllabus	Separate Examination
Arabic			
Cantonese			
Croatian			
Czech			
Dutch			
Estonian			
French			
German			
Greek (modern)			
Hebrew (modern)			
Indonesian			
Italian			
Japanese			
Korean			
Lithuanian			
Macedonian			
Malay			
Maltese			
Mandarin			
Polish			
Portuguese			
Russian			
Serbian			
Slovenian			
Spanish			
Ukrainian			
Vietnamese			
Others			
(please specify)			
....			
....			
....			

9. If possible, indicate the relative percentage of boys and girls currently undertaking a modern language to H.S.C. (or equivalent) standard.

Girls ....%   Boys ....%

10. If possible, indicate the relative percentage of students in Government (i.e. "public") and non-Government (i.e. "private") schools currently undertaking a modern language to the H.S.C.(or equivalent) standard.

Government Schools ......%   Non-Government Schools ......%

11. Within your system is it possible for a student to study a modern language for the H.S.C. or equivalent without having studied it in the junior secondary school?

Yes [ ]   No [ ]

12. If Yes in Question 11, above, are there separate courses and examinations for such students?

Yes [ ]   No [ ]

13. If Yes in Question 12, which languages have such separate courses/examinations?

....
....
....
....

14. Is the study of a language other than English compulsory during any stage of your secondary education?

Yes [ ]   No [ ]

15. If Yes, please brief details: ....
....
....
....
....
....

16. Are language personnel from tertiary institutions specifically represented on language syllabus committees or their equivalent?

Yes [ ]   No [ ]

17. If Yes, brief details: ....
....
....
....
....
....

18. Are language personnel from tertiary institutions specifically involved in Examination committees or in the setting of H.S.C. examination papers or equivalent?

Yes [ ] No [ ]

19. If Yes, brief details ....
....
....
....
....
....

20. Are language personnel from tertiary institutions specifically involved in the marking of the H.S.C. or equivalent?

Yes [ ] No [ ]

21. Are the final marks for Modern Languages arrived at using the same procedures as for other subjects in your H.S.C. or equivalent?

Yes [ ] No [ ]

22. If No, brief details ....
....
....
....
....
....

23. Are these marks used by tertiary institutions for matriculation purposes, or are they further scaled or amended?

Please give details ....
....
....
....
....

24. Are Modern Languages (or some Modern Languages) seen as posing any particular problems in your H.S.C. or equivalent?

Yes [ ] NO [ ]

25. If Yes, name the language(s) and give brief details
....
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....
....

THANK YOU FOR YOUR COOPERATION

ADDRESS FOR RETURN OF QUESTIONNAIRES BY 18TH JUNE 1990

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Review of the Teaching of Modern Languages
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Sydney NSW 2000
Tel No. 269 3271

STATE CREDENTIALLING AUTHORITIES FOR SECONDARY EDUCATION

Comments on Questionnaire

Q.1.: Throughout Australia, some 30 modern languages appear within the secondary curricula of the 8 States and Territories, with Victoria covering all of these languages and Queensland 8. Queensland has not embarked upon study to matriculation level of the minority community languages, such as Estonian, Czech, languages of Yugoslavia etc.

No State teaches Portuguese or any Indian, African or Pacific language to matriculation standard. It might be noted that a few of the above languages do have some status at higher education levels.

Q.2/3.: Criteria for establishment do not appear to be language specific, but relate to general curriculum criteria such as "client demand" and "resources". In at least NSW and S.A. there has been some expectation of "support from the relevant community" in the case of community languages. NSW has a general expectation of the availability of tertiary study of the language and W.A. has a similar expectation, but only if the language has Tertiary Entrance accreditation.

Q.4.: (Relative Popularity)

In every State, French remains the most popular language, though in no State does its candidature reach 7% of the overall candidature. German, generally speaking, is in second place, though outdistanced in the ACT by Japanese and rivalled in W.A. by both Italian and Indonesian.

The changing student market in languages can be evidenced by the reminder that, 25 years ago, some 55% of matriculation students studied French, whereas at present no single language attracts even 10% of the candidature in any State.

Even the undeniable growth of Japanese, with concomitant difficulties in finding suitable teachers, has to be tempered by the fact that in no State has Japanese yet attracted 5% of the matriculation candidature.

Q.5/6.: With the exception of new courses in existing languages, most of the "new" languages have been the so-called "community" languages, introduced in the 70's or early 1980's, particularly in NSW, S.A. and Victoria. There has been little or no growth, in real terms, in any of these languages, several of which attract only tiny percentages of the candidature, and some have actually declined even from this base. Notwithstanding this, virtually no State system has moved to discontinue any language over the past 10 years, despite competing demands and resource limitations.

Q.7.: Growth in languages has largely focused on Japanese, with some indications of local growth patterns in Indonesian, Spanish, Italian and Chinese.

It is noteworthy that, despite considerable advocacy and support in the early to mid 1980's, there has been virtually no growth in Arabic or Modern Greek, nor any significantly expressed interest in studying these languages by students not of the particular ethnic backgrounds involved.

This question of the nature and extent of the student market is of significance to recently introduced languages such as Vietnamese and Korean. It is as yet clear whether they will attract "non-native speakers", or whether they are fated to be considered as Asian "community" languages.

Q.8.: It would appear that NSW has made the most structured response to the question of "native" and "non-native" speakers among the candidature, with separate syllabuses and examinations for Indonesian, Japanese and potentially for Korean and Chinese. W.A. has reacted similarly in regard to Indonesian and Mandarin.

The matter of native and non-native speakers (however identified) remains a delicate one, at both the syllabus and assessment levels, particularly where the student clientele has changed since the course was originally introduced. This can happen either when the original market was composed of native-speakers and non-native speakers are now involved, or, as in the case of Indonesian, where the reverse situation has applied.

Q.9.: In every State, it continues to be the case that at least twice as many girls as boys undertake a LOTE to the H.S.C. or equivalent. The gender-based selection of LOTE's as a subject area for study obviously increasingly skews towards females as we progress through primary, junior secondary, senior secondary and thence to higher education. That is, there may well be reasonable gender balance where language study commences at an early stage of education (e.g.

primary), but by the time career choices are made there a definite gender-bias away from males. (The percentage male students in some tertiary language departments appears as minuscule as 1%). There is an undoubted loss to the national resource base of LOTE-competent people if so few males see languages as a valid educational or vocational option.

Q.10.: No comment possible

Q.11-13.: In all States it is theoretically possible for a student to study a LOTE at matriculation level without having studied it in junior secondary school. Incentives for students to do so vary. N.S.W. and the A.C.T. have separate "beginners" courses commencing in Year 11. In N.S.W. these were established in the mid 1970's and are called "2 Unit Z" courses. they have separate examinations and, from the outset, have been accepted by tertiary institutions as contributing to the total matriculation/H.S.C. score. (Several tertiary LOTE courses now specifically allow for a variety of previous knowledge levels at the entry point, ranging from no previous knowledge, to knowledge based on "beginners" type courses, through to longer-term secondary school course exposure and to native-speaking competence).

Q.14/15.: In no State is the study of a LOTE yet compulsory during any stage of secondary education. It is noteworthy that in N.S.W. a minimum of 100 hours of LOTE study somewhere between Years 7-10 will become a mandatory requirement for the School Certificate, beginning with the Year 7 cohort in 1996. The Northern Territory Policy on Languages Other than English (1988) contains several statements strongly advocating LOTE study for all students. For example, Policy Principle 3.3 states "It is important for all students to develop practical skills in at least one language other than English".

In Queensland there has been a "hidden policy" of some compulsory LOTE experience at least at Year 8 level. This may well be strengthened under the Report of the Review of Foreign Languages and Cultures (The Ingram Report).

All States/Territories now have policy statements strongly supporting the value of LOTE study.

Q.16-20.: In all States, tertiary personnel are, either by policy or convention, represented on language syllabus committees or their equivalent.

In those States where there are examination committees (mainly N.S.W., S.A. and W.A.), tertiary representation is specifically included or allowed for in the examining and marking process. Tertiary representation is less likely to be built-in where teacher/school based assessments are the norm.

Q.21/22.: Where examination marks are involved, marks for LOTEs are arrived at using the same general procedures as for other H.S.C. (or equivalent) subjects, but, where particular provisions apply to "small candidature" or "small group" subjects, some languages may be subject to these provisions.

Q.23.: The "scaling" of LOTE marks by, or on behalf of tertiary institutions, for matriculation entry purposes, is a process which varies considerably from State to State, sometimes using ASAT or Tertiary Entrance Score procedures.

There remain perceptions that languages (or some languages) are "scaled down", or otherwise inequitably dealt with at the H.S.C./ matriculation level. Even if this perception does not reflect reality, it continues to act, to some extent, as a further disincentive to LOTE study to this level.

Q.24/25.: Problem areas identified with LOTEs include the matter of native and non-native speakers among the same candidature and the statistical/ servicing problems faced by very small candidature subjects.

Comment

National/Co-operative efforts in regard to LOTEs

Until comparatively recently, the various States/Territories, essentially, went their own way as far as the teaching of assessing of LOTEs and even the choice of LOTEs to be studied.

In the late 1970s there were some token efforts through the then Curriculum Development Centre to allocate development work in community languages across the various States in order to rationalise and co-ordinate the work involved. Little happened as a practical consequence.

In more recent years, largely through the establishment of the ALL (Australian Language Levels) guidelines and the NAFLaSSI Project (National Assessment framework for Languages at Senior Secondary Level) meaningful co-operation and co-ordination has begun to occur. Predictably, commonality of purpose and approach seems more readily obtainable at the curriculum (syllabus) level.

Apart from the self-evident logic of having some commonality of approach in the teaching and assessing LOTE study across Australia, simply to maximise effective use of resources, the Review supports such a development for the following reasons:

i) It is an effective way (perhaps, in some cases, the only way effective way) of ensuring the availability of certain minority languages, especially in the insufficient expertise or resources.

ii) It provides a national, rather than a local support base for languages.

iii) It reflects the mobility of the Australian population and should make it easier for a student to continue/transfer LOTE study from one State system to another, both at the school and hopefully the tertiary levels.

iv) It should provide a broader and more consistent base for LOTE study at the tertiary level, particularly if there is, (as elsewhere recommended by this Review), a co-ordinated approach to LOTE study at the tertiary level, so that there is a place somewhere in the higher education sector for each and every language studied at the school level.

v) It should go at least some way to satisfying employee demand for clear indications of the proficiency levels of students who have undertaken a LOTE study. That is, employers criticise the ways in which both secondary and higher education institutions currently report student achievements in languages.

TEACHER EDUCATION INSTITUTIONS/PROGRAMS

1. Which modern Languages other than English do you offer in your Teacher Education Program?

Arabic [ ]
Cantonese [ ]
Croatian [ ]
Czech [ ]
Dutch [ ]
Estonian [ ]
French [ ]
German [ ]
Greek (modern) [ ]
Hebrew (modern) [ ]
Indonesian [ ]
Italian [ ]
Japanese [ ]
Korean [ ]
Lithuanian [ ]

Macedonian [ ]

Malay [ ]
Maltese [ ]
Mandarin [ ]
Polish [ ]
Portuguese [ ]
Russian [ ]
Serbian [ ]
Slovenian [ ]
Spanish [ ]
Turkish [ ]
Ukrainian [ ]
Vietnamese [ ]
Others (please specify)
....
....

....

2. Approximately what percentage of your Teacher Education Program students are presenting at least one modern Language as a teaching method?

.....%

3. What changes have occurred in the last 10 years in the relative percentage of Teacher Education students who include at least one modern language in their program?

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....

4. Is your Teacher Education Program offered as an "end-on" course or incorporated within Degree course?

a) end-on [ ]

b) incorporated [ ]

5. What changes have occurred in the last 10 years in the nature and range of the languages being covered in your program?

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....

6. What percentage of your Teacher Education students undertaking modern language(s) come directly from a language department/faculty at your own institution?

......%

7. What percentage of your modern language students are mature age students?

......%

8. In general, do the modern language students entering your program come with background knowledge and studies which fit them for the course(s) you offer?

Yes...1

No....2

9. If "No", what comments would you care to make?

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10. Approximately what percentage of your Teacher Education students are native-speakers of the language(s) they are proposing to teach?

.....%

11. Is it the norm for your modern language students to present (at least) 2 languages for teaching purposes?

Yes...1
No ...2

12. Is there any discernible trend or tendency for students to specialise in, say, one language plus another subject area (eg. Mathematics, Commerce, E.S.L. etc.)?

Yes...1
No ...2

13. If "Yes", what are some common or emerging combinations?
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14. Why are students electing such combinations?

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15. Do you offer any particular advice or guidance to students in this regard?

Yes...1
No ...2

16. Do you wish to make any comments in regard to the matters raised in Questions 9-12?

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17. Does your program seek to cover or allow for small/minority languages (eg. Ukrainian, Estonian)?

Yes...1
No ...2

18. If "Yes", what particular problems may be involved?

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19. What particular strategies may be necessary?

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20. What courses of funding have been tried?

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21. How close and structured is your contact with the language departments from which your Teacher Education students come?

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22. What opportunities are used for regular exchange of views between your program and the language departments from which your students come?

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23. How close and structured are your contacts with teacher employing authorities (eg. State Departments of Education) in regard to demand for modern language teachers?

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TEACHER EDUCATION SURVEY

Method

Questionnaires were sent to all higher education institutions in Australia, c/- the Vice-Chancellor or equivalent, with a request for them to be forwarded to the Director, Teacher Education, or equivalent. If no program of LOTE teacher education was involved at the institution, the letter requested the forwarding of a nil return, as supplied.

Completed Returns were received from:

Curtin University of Technology
Institute of Catholic Education
James Cook University of North Queensland
La Trobe University
Macquarie University
Monash University
Northern Territory University
Queensland University of Technology
University of Melbourne
University of Newcastle
University of New England
University of Sydney
University of Tasmania
University of Western Australia
Victoria University of Technology
University College of Central Queensland
Victoria College
Western Australian College of Advanced Education

Nil Returns were received from:

Charles Sturt University
Chisholm Institute of Technology
Australian National University
Phillip Institute of Technology
University College of Central Queensland
University College of Southern Queensland
University of Technology, Sydney
University of Western Sydney (Hawkesbury & Nepean Campuses)
Victoria University of Technology (Western Institute)

No returns were received from:

Bond University
Catholic College of Education
Griffith University
Murdoch University
South Australian College of Advanced Education
South Australian Institute of Technology
The Flinders University of South Australia
University of Adelaide
University of Canberra
University of New South Wales
University of Queensland
University of Wollongong

NOTE:

Although only 18 institutions furnished completed returns to the Review's Teacher Education Questionnaire, information separately received as part of the institutional Profiles indicates that the following institutions were also involved in LOTE teacher education in 1990. (see individual Profiles for details)

University of Adelaide
Catholic College of Education
Flinders University
Griffith University
Murdoch University
University of NSW
Phillip Institute of Technology
University of Queensland
South Australian College of Advanced Education
University of Wollongong

In interpreting the Questionnaire, at least in regard to the range and spread of LOTE teacher education programs across institutions, an attempt has been made to incorporate the additional information for the above institutions with the information provided by those that actually responded to the Questionnaire. This brings the total number of institutions to 28.

It must also be remembered that the involvement of LOTEs in Teacher Education can be as part of a conventional "major" plus Dip.Ed. program, an integrated program, (such as a B.Ed.), or as units or options within a primary teaching course.

Summary of Questionnaire Responses

Q.1.: The most commonly taught language was French (18/28),
followed by Italian (18/28),
German and Japanese (16/28),
Chinese (14/28),
Indonesian/Malay (13/28),
Spanish (8/28),
Modern Greek (7/28),
Arabic and Vietnamese (5/28),
Turkish (4/28),
Hebrew (3/28),
Croatian and Serbian (2/28),
Macedonian, Polish, Russian (1/28).

These indications broadly reflect the relative popularity of languages as they are offered in higher education institutions throughout Australia. (see Chapter 9, Languages on Offer, in the Report).

Given the claimed significance of Korean as a language of relevance to Australia, it is of concern to note that no institution appears to have a teacher education program in this language.

The State with by far the greatest number of LOTEs involved in teacher education programs is Victoria, with some 19 languages.

Q.2.: The percentage range varied from 25% to 2% with an average of 11%. It needs to be remembered that some 5 institutions had confirmed they were not involved in LOTE teacher education at all.

Q.3/5.: The most frequent comments referred to a marked decline in the overall numbers and percentages of students undertaking LOTE teacher education and, within this, a decline in the relative percentages choosing French and/or German.

There is obviously an increased interest in Japanese (and Chinese), but there are clear indications that by no means all students doing these languages are committed to teaching as a future career.

Reference was also made to the development of method courses for LOTE teaching in primary schools.

Q.4.: Of the institutions which responded, 5/18 have an end-on course, 3/18 have an integrated course and in 10/18 both models are available.

Q.6.: Responses covered the maximum range from 100% to 0%, with an average of 92%.

Q.7.: Percentages ranged from 70% to 2% (average 23%)

Q.8.: Though the reported percentage range is from 50% to 0%, the information is of doubtful significance as the institution claiming the highest percentage (50%) interpreted "overseas" as meaning "born overseas".

Q.9.: Provisions included:

- special ESL classes
- a study skills tutor
- unexplained provisions such as "special support" and "special Dip.Ed. provisions".

The impression remains that, for a variety of reasons, there often is little or no real support.

Q.10/11.: Generally, institutions indicated that students were appropriately prepared, but perceived gaps in their preparedness included a lack of familiarity with the target culture, a lack of in-country experience and the lack of a firm applied linguistics base to their knowledge.

Q.12.: This question obviously overlaps with Q.8, and responses reflect the same percentage range, from 50% to 0%. Some very high percentages of native-speakers are involved, particularly in regard to the smaller "community" languages such as Macedonian, Croatian, Turkish, etc.

Q.13.: From the responses received, it would appear that a variety of special provisions may apply. These include:

- advanced standing or varied entry point
- credits/exemptions
- alternative options
- familiarisation courses
- special methodologies
- ESL assistance
- use of their language in tutorials (one might wonder why, as the target language, it is not used in tutorials for all students).

It was also mentioned by one institution that native-speakers were used to assist with resource development.

Another institution, with high proportions of native-speakers among its LOTE student-teachers, indicated that staff hold class discussions with them on the problems likely to be encountered by (Australian) non native-speakers of the languages they are proposing to teach.

Q.14.:

- 3 institutions responded "Yes"
- 15 institutions responded "No"

There is thus a clear move away from the tradition in which two languages were the norm. In NSW, for example, intending LOTE teachers were strongly advised to have (at least) two languages for teaching. Promotional opportunities were severely limited otherwise.

During the course of the Review, some overseas-trained teachers and academics commented on this insistence, claiming that in their own countries proficiency in one foreign language is fully recognised in its own right. A Chilean teacher, for example, commented that "you seem to ask so much of your Australian (LOTE) teachers. With little or no overseas experience, you expect them to be proficient teachers of two quite different languages, such as, say, French and German. We expect an English teacher to be proficient in English, or a French teacher to be proficient in French. We don't expect proficiency in two foreign languages".

In this context, it is interesting to note that in at least one State, Western Australia, students intending to teach LOTE in a government school must choose a non-LOTE teaching method to go with their language, so as not to restrict their teaching opportunities, particularly in small or rural schools, where only one language (or perhaps no language) is available.

Q.15/16.: 13 of the 18 institutions indicated that there is such a tendency. The most common emerging combinations are a LOTE plus:

- ESL
- English
- Social Science/History
- Tourism
- General Primary

Q.17. A variety of reasons was suggested, including:

- encouragement from the Ministry/Department;
- desirability of having a core subject (e.g. English), as well as an elective for teaching purposes;
- increased employment opportunities, both within and, in some instances, beyond teaching;
- perceptions of increased teaching opportunities overseas if an ESL method is included;
- empathy with the commonality of purpose and technique between LOTE & ESL teaching.

Q.18. Advice varied, but typical responses were:

- "Keep options open"
- "Don't put all eggs in the one basket, even if it is made in Japan"
- "Try to include one Asian and one European language"
- "It is advisable nowadays to have two distinct subject areas for teaching"

Q.19. Among the more interesting comments:

- "We need to recognise that the backgrounds and language competence of native-speakers vary considerably."
- "We find difficulties in expounding a convincing Australian relevance for some languages."
- "Governments and business need to give more direct evidence that LOTE competence will be a significant bonus for employment."
- "If we want to attract mature-age people and experienced teachers into LOTE teaching, we must find more ways of providing part-time training."
- "Native-speakers from overseas need much more awareness of life in Australia."

Q.20/21.: 17 of the 18 institutions responding indicated "No". Problems in supporting such languages included:

- dubious viability or demand in realistic terms;
- limited opportunities for practice in schools;
- difficulties in regard to supervision. The supervisor/master-teacher may not know the language being studied;
- difficulties in supplying language-specific methodology for each language;
- difficulties with funding, support and in-service.

Q.22/23.: Reference was made to:

- recourse to special funding such as the DEET National Priority (Reserve) Funding;
- community support, which, although often genuine, produces little funding, especially after initial enthusiasm;
- rationalisation across institutions, so that there is a continuing base somewhere for each minority language;
- linking with business ventures, with QANTAS cited as an example. There was a perception that business is not really interested in languages other than Japanese.

Q.24.: Responses varied from "close" and "structured contact" through to "little or no contact", but generally there was seen to be adequate contact.

Q.25.: Responses again varied from "ample opportunities" to a perception of resistance to close liaison on the part of tertiary language departments.

Opportunities for contact appear to increase when the Dip.Ed./equivalent is integrated, rather than end-on.

Q.26.:

- Generally contact was felt to be close and frequent.
- Weaknesses were felt to be in the area of close liaison re future teacher supply - especially longer term supply.

- An example of close liaison is the use of "master-teachers" or instructors, drawn from departmental teachers.

- Regular and effective contact with the Department at a specific, decision-making level is sometimes frustrated. Some institutions commented that they were expected to know more about the Department's plans and priorities than it does itself.

Q.27. Responses referred to:

- frequent use of the target language -e.g. in tutorials:

- visiting native-speakers and use of videos etc;

- encouragement of overseas visits and/or study tours;

- use of "special language method course (eg. 1 hour in 4)";

- "2 lectures per year are given in the target language."

The Review Panel sees this as a frequent comment made to the Review was that young language teachers often lack target language confidence in the first year(s) of teaching, precisely when they need to be most confident.

As mentioned elsewhere in the Report, a separate National Enquiry into the Employment and Supply of Teachers of Languages Other than English was also conducted during 1990. The Report of this Enquiry, when published, presumably in mid-1991, should provide detailed information in this area.

APPENDIX 9

SURVEY OF 3RD YEAR STUDENTS

591

For Current Tertiary Students.

1. Age (in round numbers) Years [__] [__]

2. Gender (circle one) Male[_1_]
Female[_2_]

3. Student Status (circle one) F/T[_1_]
P/T[_2_]

4. Do you have financial support (e.g. Scholarship, Austudy, etc...) for the course you are doing? (circle one)
Yes [_1_]
No[_2_]

5. If 'Yes' to question 4, please indicate the source of this support:

6. Which modern language(s) other than English are you studying? (Circle)

Arabic	[_ 1_]
Maltese	[_18_]
Cantonese	[_ 2_]
Mandarin	[_19_]
Croatian	[_ 3_]
Polish	[_20_]
Dutch	[_ 4_]
Portuguese	[_21_]
French	[_ 5_]
Romanian	[_22_]
German	[_ 6_]
Russian	[_23_]
Greek (Modern)	[_ 7_]
Scots Gaelic	[_24_]
Hebrew	[_ 8_]
Serbian	[_25_]
Hindi	[_ 9_]
Slovenian	[_26_]
Indonesian	[_10_]
Spanish	[_27_]
Irish	[_11_]
Swedish	[_28_]
Italian	[_12_]
Thai	[_29_]
Japanese	[_13_]
Turkish	[_30_]
Korean	[_14_]
Ukrainian	[_31_]
Latvian	[_15_]

Vietnamese	[_32_]
Lithuanian	[_16_]
Welsh	[_33_]
Macedonian	[_17_]
Other Languages (Please Specify):	[_34_]

7. What were your main reasons for undertaking language study? (Circle two)

(1)	Pleasure/Curiosity	[_01_]
(2)	Studied languages at High School	[_02_]
(3)	Studied languages at a level other than formal school (eg Saturday Schools)	[_03_]
(4)	Used in the home	[_04_]
(5)	Influenced by Family Background	[_05_]
(6)	Influenced by Friends/Acquaintances	[_06_]
(7)	Plan to use it in your present employment	[_07_]
(8)	Plan to use it in future employment	[_08_]
(9)	Offered a place in the course at University	[_09_]
(10)	Plan to use it in future leisure, travel, etc.	[_10_]
(11)	Other (Please specify):	[_11_]

8. What were your main reasons for choosing the particular language(s) you are studying? (Circle two)

(1)	Pleasure/Curiosity	[_01_]
(2)	Studied it at High School	[_02_]
(3)	Studied it at some level other than a formal school (eg Saturday Schools)	[_03_]
(4)	Used in the home	[_04_]
(5)	Influenced by Family Background	[_05_]
(6)	Influenced by Friends/Acquaintances	[_06_]
(7)	Plan to use it in your present employment	[_07_]

(8) Plan to use it in future employment [_08_]

(9) Offered a place in the course at University [_09_]

(10) Plan to use it in future leisure, travel, etc. [_10_]

(11) Other (Please specify): [_11_]

9. Indicate the course type in which you are enrolled and stage you have reached: (circle the box and add the details on the appropriate line):

(a) 'Traditional,' Unit Based Course (e.g. French I, II,III) [_1_]

(b) 'Intensive' course (details): [_2_]

(c) 'Special Focus' course (e.g. Business Chinese) (details) [_3_]

(d) Other (details): [_4_]

10. Why did you choose to study ar this particular institution? (Circle the 2 most important):

(a) Offered a place [_1_]

(b) Close to home [_2_]

(c) Friends study here [_3_]

(d) Language(s) particularly wanted to study are available here [_4_]

(e) Reputation of the institution [_5_]

(f) Reputation of the Department [_6_]

(g) Other [_7_]

11. Indicate any prior language study undertaken (circle where appropriate):

(a) about 5 years of study in secondary school [_1_]

(b) in junior high school only [_2_]

(c) in senior high school only [_3_]

(d) in primary school only [_4_]

(e) in ethnic school only [_5_]

(f) Other (please specify) [_6_]

12. Have you visited the country/countries where the language(s) you study mainly spoken? (circle one)

Yes	[_1_]
No	[_2_]

13. If 'Yes', this visit took place: (circle where appropriate)

(a)	0-1 years ago	[_1_]
(b)	1-2 years ago	[_2_]
(c)	2-3 years ago	[_3_]
(d)	3-5 years ago	[_4_]
(e)	5-10 years ago	[_5_]
(f)	10-15 years ago	[_6_]
(g)	More than 15 years ago	[_7_]

14. Again, if you responded 'Yes' in question 12, how long did you stay: (circle where appropriate)

(a)	for less than 1 month	[_1_]
(b)	for 1-3 months	[_2_]
(c)	for 3-6 months	[_3_]
(d)	for 6-12 months	[_4_]
(e)	for 12 months to 2 years	[_5_]
(f)	for 2-3 years	[_6_]
(g)	for more than 3 years	[_7_]

15. Which language(s) other than English are spoken in your home/immediate family?

Australian Native Lang.	[_1_]
Maltese	[_20_]
Arabic	[_2_]
Mandarin	[_21_]
Cambodian (Khmer)	[_3_]
Polish	[_22_]
Cantonese	[_4_]
Portuguese	[_23_]
Croatian	[_5_]
Romanian	[_24_]
Dutch	[_6_]
Russian	[_25_]
French	[_7_]

Scots Gaelic	[_26_]
German	[_8_]
Serbian	[_27_]
Greek (Modern)	[_9_]
Slovenian	[_28_]
Hebrew	[_10_]
Spanish	[_29_]
Hindi	[_11_]
Swedish	[_30_]
Indonesian	[_12_]
Thai	[_31_]
Irish	[_13_]
Turkish	[_32_]
Italian	[_14_]
Ukrainian	[_33_]
Japanese	[_15_]
Vietnamese	[_34_]
korean	[_16_]
Welsh	[_35_]
Latvian	[_17_]
Lithuanian	[_18_]
Macedonian	[_19_]
Other Languages (Please Specify):	[_36_]

16. How would you assess your ability in each of the 4 skill areas of the language(s) you are studying? (Circle a box for each)

	Native	Excellent	Good	Satisfact.	Basic	Nil
(a) Understanding	[_01_]	[_02_]	[_03_]	[_04_]	[_05_]	[_06_
(b) Speaking	[_07_]	[_08_]	[_09_]	[_10_]	[_11_]	[_12_]
(c) Reading	[_13_]	[_14_]	[_15_]	[_16_]	[_17_]	[_18_]

(d) Writing [_19_] [_20_] [_21_] [_22_] [_23_] [24]

17. In what career area do you intend to find employment after your language studies? (Circle the 2 most important to you)

Teaching and Instruction	[_1_]
Research: Industrial	[_2_]
Research: Academic	[_3_]
General Management	[_4_]
People and Welfare	[_5_]
Sales and Marketing	[_6_]
Financial Management	[_7_]
Engineering	[_8_]
Information Processing & Computers	[_9_]
Science and Technology	[_10_]
Other Technical Professions	[_11_]
Creative Arts, Writing, or Design	[_12_]
Retail	[_13_]
Hospitality and Tourism	[_14_]
Administrative and Support Mgt	[_15_]
Supply and Distribution Mgt	[_16_]
Banking and Brokering	[_17_]
Medical and Health Diagnosis	[_18_]
Insurance Mgt	[_19_]
Legal Profession	[_20_]
Property Mgt	[_21_]
Personnel and Industrial Mgt	[_22_]
Building and Construction	[_23_]
Mining and Exploration	[_24_]
Primary Industry (Farming, Pastoral etc)	[_25_]
Production and Materials Mgt	[_26_]
Nursing	[_27_]
Secretarial and Office Support	[_28_]
Trainee Mgt	[_29_]
Other	[_30_]

18. Rate the extent to which you expect to use your language(s)

other than English in your career: (Circle one)

Not at All					A Great Deal
[_01_]	[_02_]	[_03_]	[_04_]	[_05_]	[_06_]

19. In what ways do you expect to use your language(s) otner than English in your career?

Interacting with Native Speakers on a day to day basis	[_1_]
Business-related Travel	[_2_]
Reading career-related literature	[_3_]
Researching matters on host countries/language/culture	[_4_]
Translating	[_5_]
Interpreting	[_6_]
Sales and Negotiations	[_7_]
Other (please specify)	[_8_]

20. Rate the extent to which the courses have met your expectations: (Circle one)

Disappointment					Complete Satisfaction
[_01_]	[_02_]	[_03_]	[_04_]	[_05_]	[_06_]

21. Given the opportunity, what changes would you make in the language course that you are following? (give details)

22. How important do you rate the following possible goals of a tertiary language course? (Circle an appropriate number for each section)

	Not Important				Very Important
1. A high degree of oral/aural proficiency	1	2	3	4	5
2. Access to literature in another language	1	2	3	4	5
3. A high level of writing competence	1	2	3	4	5
4. An appreciation of the subtleties of language in general	1	2	3	4	5

5. A high level of reading competence	1	2	3	4	5
6. An appreciation of the society and general culture of another country	1	2	3	4	5
7. Proficiency in translating and interpreting	1	2	3	4	5
8. Enhanced powers of intellectual discrimination	1	2	3	4	5
9. Preparation for career	1	2	3	4	5

23. How important does the faculty/department in which you are studying appear to rate the following goals in the way the course is presented? (Circle an appropriate number for each section)

	Not important			Very Important	
1. A high degree of oral/aural proficiency	1	2	3	4	5
2. Access to literature in another language	1	2	3	4	5
3. A high level of writing competence	1	2	3	4	5
4. An appreciation of the subtleties of language in general	1	2	3	4	5
5. A high level of reading competence	1	2	3	4	5
6. An appreciation of the society and general culture of another country	1	2	3	4	5
7. Proficiency in translating and interpreting	1	2	3	4	5
8. Enhanced powers of intellectual discrimination	1	2	3	4	5
9. Preparation for career	1	2	3	4	5

24. Which language is or has been used predominantly in each Year of your course(s) to date? (Circle 1, 2, or 3 for each year that you have completed):

	Year Stage				
	I	II	III	IV	Postgrad
1. English	1	1	1	1	1
2. The language under study	2	2	2	2	2
3. A combination of both	3	3	3	3	3

25. Which language do you think should be used predominantly in each Year? (Circle 1, 2, or 3 for each year that you have completed):

	Year Stage				
	I	II	III	IV	Postgrad
1. English	1	1	1	1	1
2. The language under study	2	2	2	2	2

3. A combination of both	3	3	3	3	3

26. If you were to discontinue study of the language(s) being studied, what would be the most likely reason? (Circle as appropriate)

(1)	I will have had sufficient knowledge for my purposes	[_01_]
(2)	the course is too difficult	[_02_]
(3)	the language itself is too difficult	[_03_]
(4)	the course does not fulfil my expectations	[_04_]
(5)	other courses/ambitions have become more important	[_05_]
(6)	Other (Please specify)	[_06_]

27. Are you studying any 'non-language' courses? (Circle one)

Yes[_1_]
No[_2_]

28. If 'Yes', what are they?

29. Are you planning to live or work overseas in the next 5 years? (Circle one)

Yes[_1_]
No[_2_]

30. If 'Yes', please indicate details if known at this stage.

Thankyou for your cooperation in this survey. You may be assured that all information will remain confidential, and no personal identification of answers is possible or necessary.

Address for return of Questionnaires by 3 August 1990:
Dr Mark Hutchinson
MLR Survey
School of History
University of New South Wales
PO Box 1
Kensington NSW 2033.

School Tel. No. 02-697-2344

A Survey of Third Year Language Students

for

The Review into the Teaching of Modern Languages in Australian Higher Education

by

Dr. Mark Hutchinson
Macquarie University.

(2)

A Survey of Third Year Language Students

by Dr Mark Hutchinson
Macquarie University

Introduction

From May to September 1990, four institutions (Macquarie University, Melbourne University, Flinders University, and SACAE) ran, at the invitation of the Review, surveys of language students of third year status and above. Three hundred surveys were sent out, and 144 returned by the last possible date in early November. The institutions surveyed were chosen because they represented a range of types of institution, a consideration necessitated by the lack of time and resources available to run a fully national survey. Combined with the results from other Modern Languages Review surveys, a representative and indicative portrait of languages in tertiary institutions in Australia will emerge in the final report.. Macquarie and Flinders were chosen because they represented the younger institutions established in the 1960s, Melbourne a Victorian and more established institution, and SACAE one of the former collegiate bodies which are even now being re-established as universities under the National Unified System. In all, coverage of three of the most populous states in Australia should give an adequate portrait of trends in the rest of the country. With a return rate of close to fifty percent, further, the results of the survey must be considered to be relatively powerful.

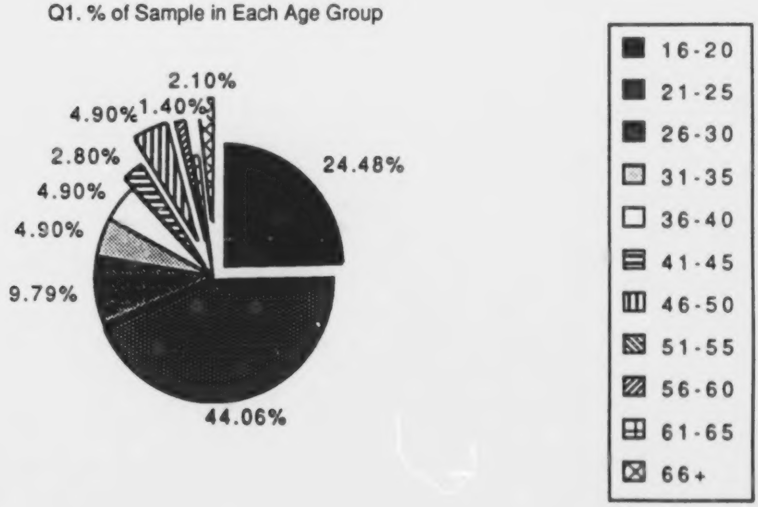
The Survey

The survey began with the typical descriptive questions which defined the type of respondent without breeching anonymity: these included questions on age, gender, full time or part time status, the year-stage to which the student had progressed, whether or not the student had financial support and the source of that support, and the degree programme in which the student was enrolled. We were not only interested in the individual course in which the survey was being applied, but in the patterns of languages students may be taking, and the how this related to the degree structure in which they were enrolled. Consequently, up to four language options were available for choice, and later in the survey students were asked about their reasons for choosing the language and for choosing this particular department and institution. The type of course organisation was also tested, whether traditional in terms of year progression or organised on advanced or accelerated principles. Prior language study (in this case at secondary and primary levels), has in the past been shown to be a modifier of language choice and student performance, so this was also tested, as were visits to the target countries (when and for how long), and whether and what type of LOTE was used at home. Other modifiers of performance and course selection are also the students' expectations of personal ability, course quality, and the workplace into which language skills might lead them after graduation. Therefore, the students' self-assessment of their language skills in Understanding, Writing, Reading, and Speaking were tested as were the degree and the area of employment in which they expected their skills to be used, the formal industry into which they expected to move on graduation, whether their expectations of the course had been met, and any changes that they might conceivably make, the type of language used in instruction and which languages they preferred being used in instruction, whether and for what sorts of reasons they would consider discontinuation of the course, and whether they expected to be using their skills outside Australia in the future. To fill out the profile, questions were also asked about the non language courses in which students were involved.

I Descriptive Results:

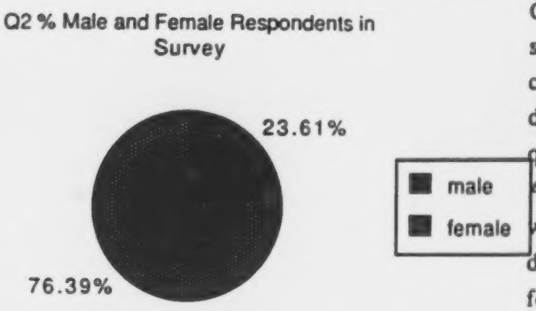
As might be expected in a survey that tested largely upper-level language students, the greatest number of respondents came from the 21-25 year age bracket (44%), followed by the 16-20 year age bracket (25%). and the 26-30 year age bracket (10%). There is also, however, an interesting scattering of students across all age groups, right up into the 66 years and over class, indicating perhaps that there is an important curiosity-driven residue of students who do not do languages for any career-related reason. (see Graph 1)

Graph 1.



Q1. % of Sample in Each Age Group

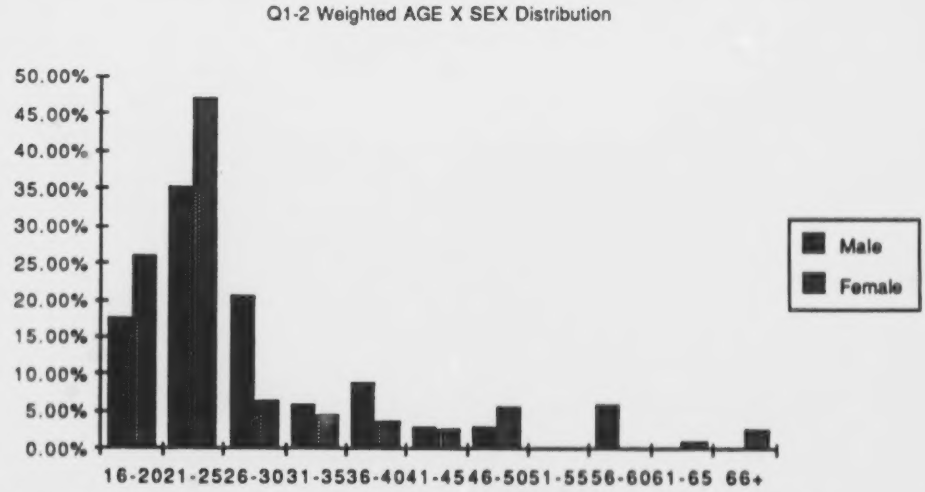
Graph 2



Consistent with other language studies, this survey found that the courses surveyed were heavily dominated by female students. Three quarters of respondents were female. As can be seen from Graph 3, even when normalised against the difference between gross numbers, females dominate the oldest and youngest age categories. There are two possibilities why this might be so.

First, females are a higher proportion of straight Arts students (see below), and so the distribution represents the normal position at matriculation intake. This is not the only answer, however, as females are three quarters of language students, but only two-thirds of Arts students. Secondly, male students are going out into careers and finding that languages are perhaps more desirable than they previously thought, and so come back to dominate the middling age levels. The Reviewers will have to ask whether there is a stereotype about languages, as a subject more suited for females, similar to the stereotypes that have surrounded traditional 'men's' subjects such as Engineering. If this is so, it has

Graph 3

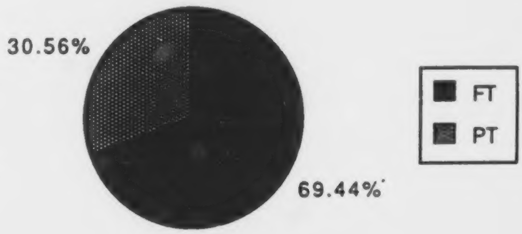


consequences for the recommendations made by the Committee. While Full-time students are in the majority, there are quite a large number of part-time students enrolled in languages, supporting the idea that languages have an increasing appeal to those who have already become involved in careers or other activities. There is no difference in the proportions of males and females between PT and FT students, however, so this remains purely conjectural.

A comparison of the Status (FT v PT) and Age figures demonstrates that younger people dominate the full-time categories, while part-time categories are dominated by older people. This supports the idea that the part-time option is being used by those already in employment. Older respondents also tend to be male.

Graph 4

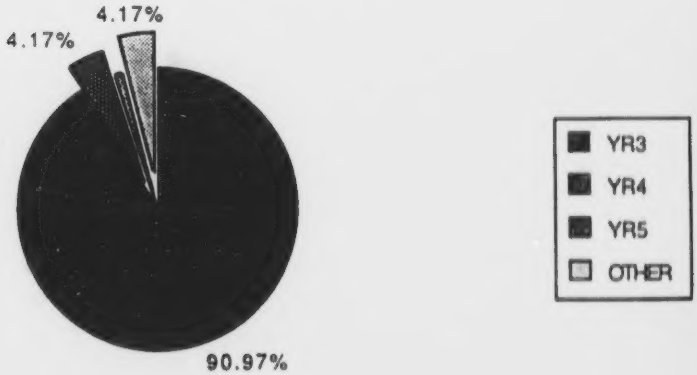
Q3 % FT/PT RESPONDENTS



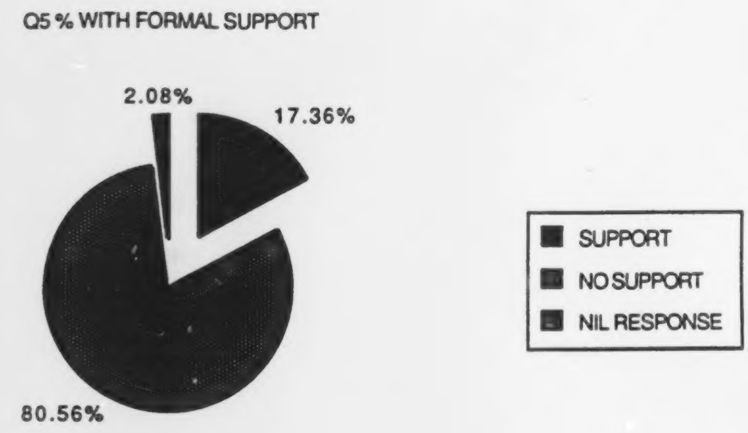
As expected, Graph 5 demonstrates that most students come from the third year of their course. Upper level students were requested from those participating in the survey as they were considered to be more likely to have established perceptions of the courses they were taking, to be more likely to be taking languages for a specific purpose rather than simply

Graph 5

Q4 YEAR OF ENROLMENT

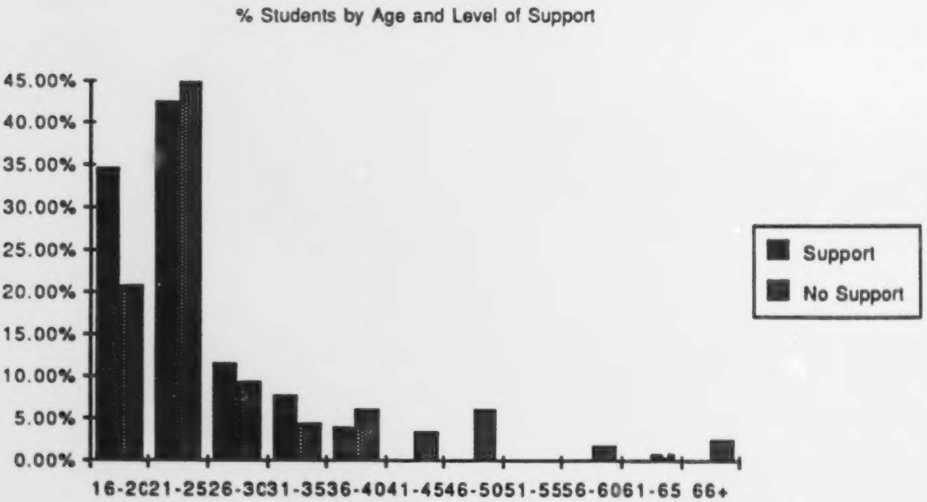


Graph 6



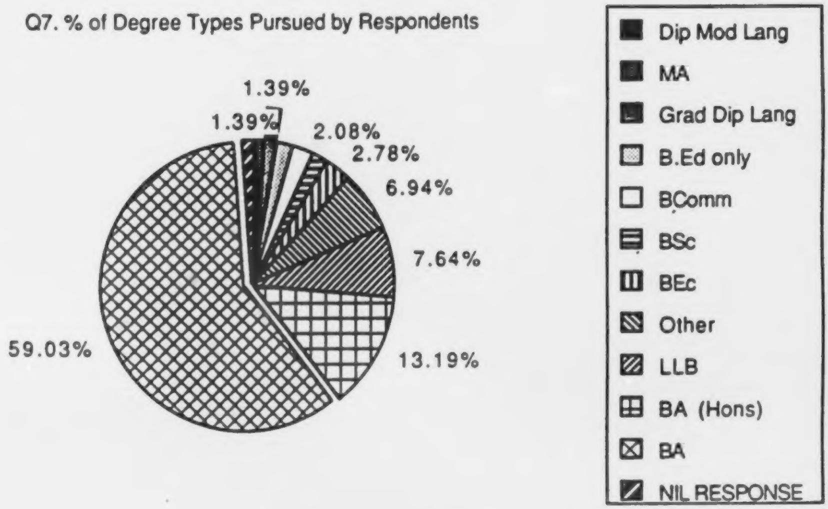
as a fill-in unit, and to have an idea of their prospects in the job market. The majority of students (81%) do not have formal support from any source (though one should allow for

Graph 7



a certain flexibility in such figures, given a natural tendency not to divulge personal formation of this type). Of those that did have formal support, the vast majority were receiving it from DEET (on the Austudy scheme), though one respondent had a State Ministry of Education scholarship, and another declared a 'sole parent's pension'. As can be seen from Graph 7, those with support are heavily concentrated among younger students, an observation that sits well with Austudy's main thrust. Older students tended to come back despite not having any support, which indicates a high level of motivation, or support from other areas, such as through work, or in the very oldest, pensions or investments. As might have been expected, the respondents are largely enrolled in BA (60%) or BA (Hons) programmes (13% - See Graph 8).[1] Even at this level, however, the fact that 40% come from other than BA programmes indicates a perception of the general utility of language skills in a variety of career and life-paths. Of particular interest are the relatively high numbers enrolled in Law, and the scattering of miscellaneous students and others not included in the main register of degree types. This latter included such programmes as Theology, which has representation on some of the campuses surveyed.

Graph 8



As Graph 9 indicates, the largest language groups represented in the survey are, in descending order, French (30%), German (19%), Italian (13%), Spanish (10%), Mandarin (9%), Japanese (8%), and Russian (5%). This reflects the policy decisions of some states (such as South Australia, where Spanish is among the priority languages), the dominance of some community language groups (such as Italian, and at Macquarie, an active programme in Slavic Studies), and the growth of business-related languages such as Japanese and Mandarin. The continued importance of French is due to its somewhat privileged position in State School systems as a language of 'culture': while it maintains this position, French retains occupational attractions, particularly to BEd students.

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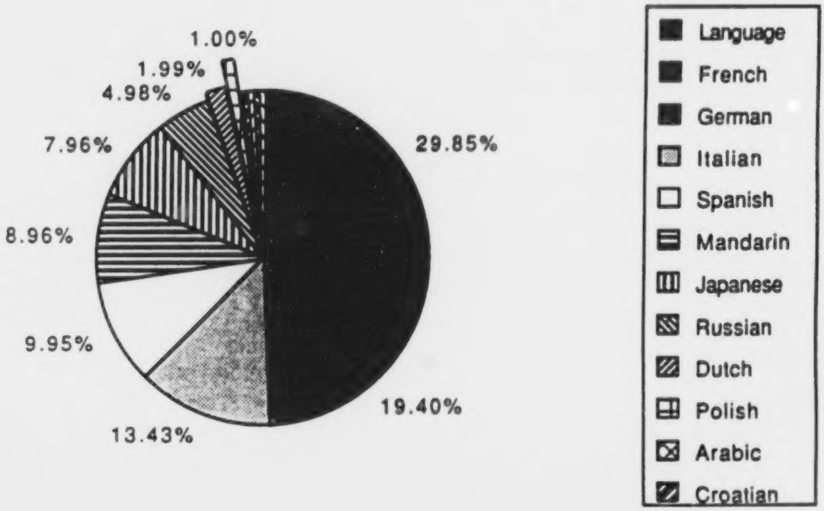
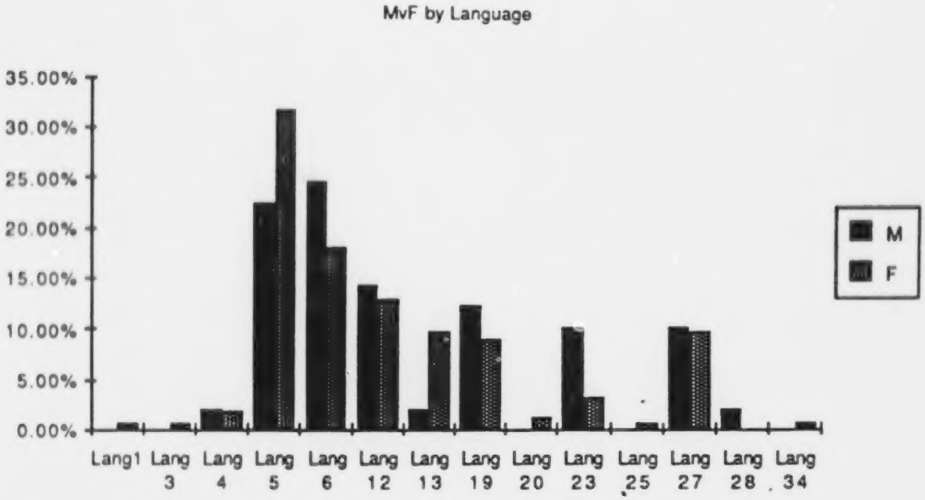
[1] though where students nominated BEd and BA, they were also entered under BA as it is under this programme that they were actually enrolled in languages.

Graph 9



As Graph 10 indicates, there are differences between languages in terms of the gender bases for enrolment. While French (Language 5) and Italian (Japanese 13) have a larger proportion of female enrolments, languages like German (Language 6) have a higher proportion of male entrants. The reasons for this probably go back to gender preferences embedded in High School-level selection by young students. As Cruickshank found in the early seventies in a survey of male and female NSW Year 10 students, though traditional languages like German and French were ranked as among the least popular in the school, girls liked languages better than boys (Cruickshank did not deal with the fact that this may have been because girls were, and still are, effectively offered less choice in subjects than boys).

Graph 10



Girls were enrolled in languages in significantly larger numbers in the schools tested in these surveys than were boys,[2] a result G.R. Sims found in his study of adult language learners at a Sydney evening college: 'as in our schools, females seem significantly more disposed than males to learn foreign language[s]'[3] The survey by Hutchinson (1988) for the Ingleson Report found that First year language courses were also dominated by female students, particularly in Indonesian (F: 66%) and Japanese (F:72%) courses. First year Mandarin, alternatively, was evenly balanced between males and females (F: 49%). As Tables A and B show, something of this trend continues through into third year students. Here Japanese is very heavily taken by female students, while Mandarin is less so. The shift in male scores on the Mandarin may indicate that they form 'other interests' more easily than females, or are just not as good at languages as their female counterparts. This would take further study to determine, whether males are shifting off to other areas in greater numbers, or whether they are failing in greater numbers.

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[2] D Cruickshank, 'Language Courses: What Students Think,' **A Languages Bulletin** for teachers in Secondary Schools, NSW Dept of Education, 1974, p5

[3] G.R. Sims, 'Adult Language learning - Why the boom?', **Languages Bulletin** no.9, NSW Dept of Education, p9

Table A

Percents of Row Totals

	male	female	Totals:
arabic	0%	100%	100%
croatian	0%	100%	100%
dutch	25%	75%	100%
french	18.33%	81.67%	100%
german	30.77%	69.23%	100%
greek	0%	100%	100%
italian	25.93%	74.07%	100%
japanese	6.25%	93.75%	100%

Table B

Percents of Row Totals

	male	female	Totals:
mandarin	33.33%	66.67%	100%
polish	0%	100%	100%
russian	50%	50%	100%
serbian	0%	100%	100%
spanish	25%	75%	100%
swedish	0%	100%	100%
other	100%	0%	100%
Totals:	24.26%	75.74%	100%

From Graph 11 it can be seen that the greatest contributors towards people taking languages, at least among those who make it through to third year, are prospects of employment (28%). pleasure and curiosity (23%), previous study (15%) and plans to use the language in future travel (1[illegible]%). This combination of utility and curiosity driven attraction should be born in mind by policy-makers, as this places languages in a peculiar situation. If courses are designed solely to take into account the business side of things (which emphasizes 'language as skill': an increasing tendency with the emphasis on self-funding under the National Unified System), the socializing elements of language learning ('language as culture', that side of a language which is inseparable from the consciousness and individuality of the culture which gave rise to the language) tend to be ignored. This is not simply a matter of choice - culture is essential to language, as is skill. As Bowden and Quinn indicated in their review of the waning popularity of audio-lingual method of language teaching, teaching skill alone is insufficient. As the complaints of respondents to this survey also indicate (see below), the use of 'culture' alone is also insufficient. Relevance in culture and relevance in the propagation of balanced skills are equally essential. Thus it is that McMeniman, in her review of why so few language students are retained into upper years, indicates that along with ability and 'desire to learn the second language' is the need for 'an integrative motive or desire for affiliation with the foreign culture and people'.[4] The students in this survey are all upper-year language students, and so can be expected to be exhibiting a variety of the motivational influences that selected them as among the few who would survive from among the many who begin language studies at lower levels. This has an effect on matters as essential as EFTSUs: clearly, educational authorities need to design their courses such that there is a balance between the attractions of employment and the attractions of curiosity, so that student numbers are maximized in what is otherwise a neglected area of education in Australia. When it came down to asking students why they chose the particular language (as opposed to languages in general), while there is strong correlation between the answers given (not least because the questions were directly juxtaposed in the survey form), one notes from Graph 12 that the proportion of curiosity/pleasure increased (by 4%) to the detriment of employment prospects (which dropped by 7%).

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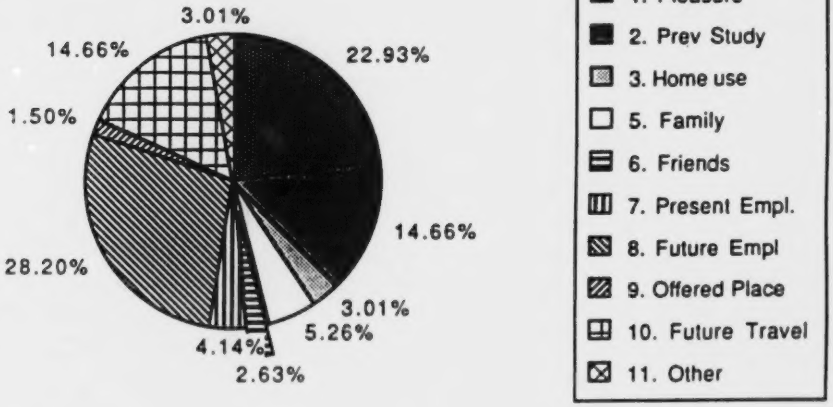
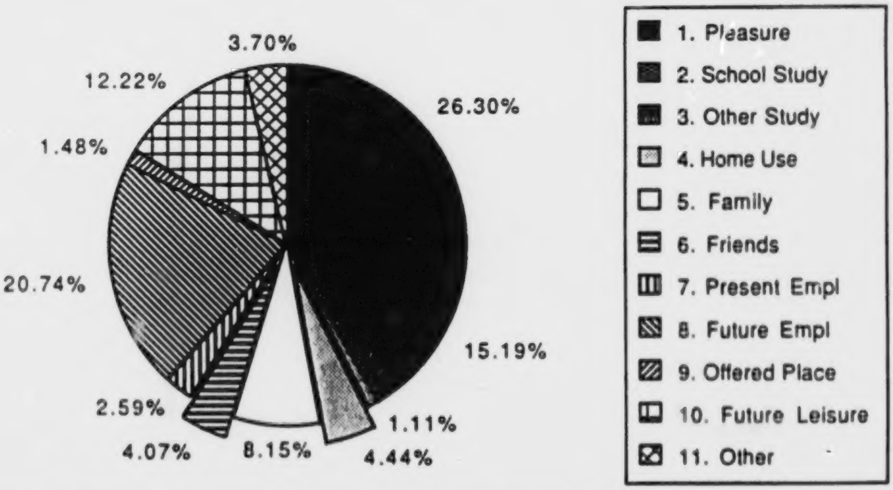
[4] M. McMeniman, 'A Theoretical analysis of Language dropout', Babel, Occasional Papers No.1, Selected Papers from the 16th FIPLV World Congress, Canberra, January 1988, p18.

Graph 11

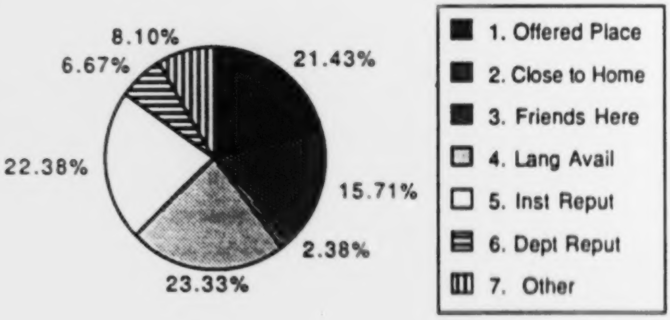

Q9 % Reasons for Taking Languages

Graph 12



Whatever the plans of students when they are coming to University, it would not be unfair to say that when they stand at the enrolment desk with the faculty handbook in their hands, they still tend to make some decisions on the basis of immediate rather than long-term returns. The larger proportion of respondents choosing the particular language because of family relationships, friends and 'home use' also indicate the importance of the uses of languages other than English (LOTE) in the home as a force which conditions the choices of students. This is the strength behind the various community language programmes presently being run by State and Federal governments. These results may be compared to the types of information proferred by the answers to Question 12, 'Why did you choose to study at this particular institution?' From this we find that being offered a place in the institution, a comparatively low option in previous questions, here rises to the fore (from under 2% to more than 20%). At least part of the reason is due to the place of the question - it is first in this list as opposed to near bottom on other lists. More importantly, it reflects the method of entry to Universities. Most are prepared to trade convenience of institution (e.g. close to home obtains 15% of the scores) for reputation (which is well under the combined totals of the three 'home'-related scores), given the technicalities of gaining entry to institutions, and given that other things are equal. Clearly those wishing to increase the intake of language students need to look to intake procedures in order to make languages more acceptable. When choosing on 'reputation' it is interesting that few students choose on 'department' reputation, and more generally choose on institutional reputation. In this case, it is not so much a matter of what programme one is pursuing, but the fact that one can say 'I am going/have been to...' (Sydney, Melbourne, Adelaide, UWA etc). This also reflects how little students know of university life when entering the institution of choice, and demonstrates the necessity for basic counselling on courses and offerings before students arrive at enrolment. In many cases, the simple availability of the language was sufficient.

Graph 13
Reason for Choice of Institution



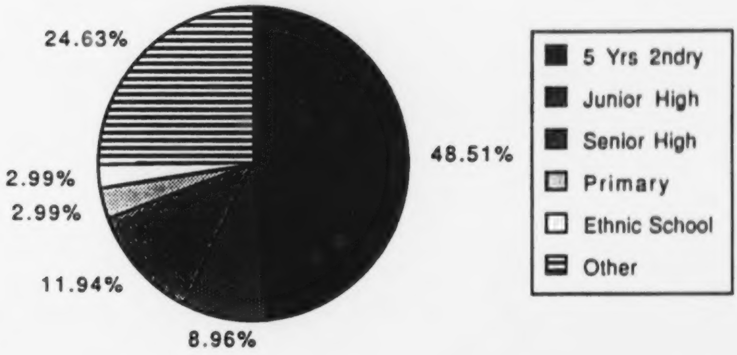
Surprisingly, given the number of students who indicated themselves influenced by their family and LOTE backgrounds, very few students at third year level indicated a prior experience of ethnic and Saturday language schools. Such schools are widespread and

(14)

enrol large numbers of students - this sort of data would indicate that few of the graduates of such schools continue complete qualifications at tertiary level in the language of choice. Similarly small numbers had studied languages in primary school, a factor that indicates the poor record Australian school systems have had in introducing languages to primary schools - this is now being redressed, but the peripheral place that most language programmes give to languages in primary schools means that the actual encouragememt of students to go on in their languages may not be significantly improved. As might be expected, the 'previous study' question is dominated by the standard 'five years of secondary education' that introduces most Australian students to language study at upper levels. The size of the 'other' category indicates that 'all roads lead to Rome', and that there are many ways in which language students can be channelled into tertiary-level study. The flip side of this is that the present system is clearly not predicting and retaining student abilities in languages terribly efficiently, another factor which must be dealt with by policy-makers in deciding the future of languages.

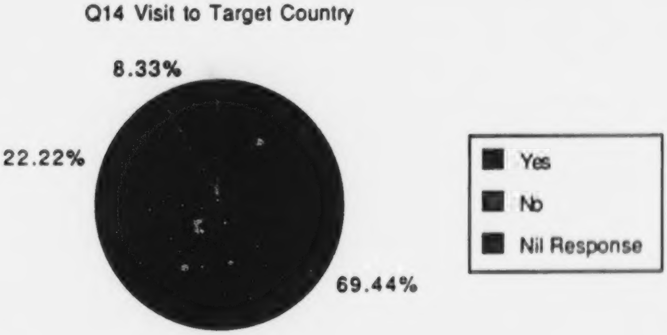
Graph 14

Prior Language Study

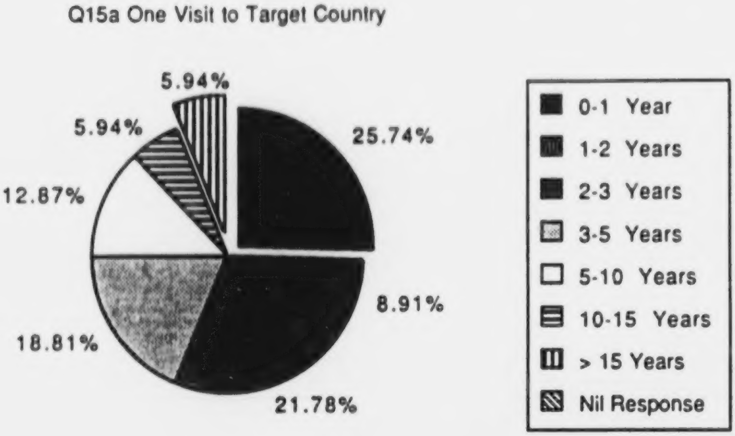


As graph 15 indicates, there are an amazing number of people in third year language studies who have actually visited the country in question. For some 56% of these (some 40% of the total student intake) this visit had been within the last 3 years, meaning that for many students visits to the target country had been taken within the period of their tertiary study. This indicates the essential, mutually reinforcing nature of in-country experience and language learning, not to mention the importance of cultural setting to language learning (as suggested above). This supports the findings of Holt, who found that, on asking NAATI accredited bilinguals what they thought the most effective strategy for learning an L2 was, 'frequent exposure to/immersion in' the language was universally considered to be the most effective method.[5] For some of those with a LOTE spoken at home, of course, they would have made trips as to a 'country of origin', often with family or friends. Even so, considering the cost of travel, this indicates a dedication on behalf of language students to their studies which is extraordinary. One would expect a much lower return, of course, among lower level undergraduates.

Graph 15


Q14 Visit to Target Country

Graph 16


Q15a One Visit to Target Country

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[5] R.F. Holt, 'Experto Credite: Views and experiences of accredited bilinguals on second language learning', **Babel**, vol.24, n.2 (October 1989), p6

As Graph 16 indicates, the first visit for most of those surveyed occurred in the last 3 years (which is only to expected considering the age of most of the respondents). The clumping of scores is seen most dramatically when pictured as a frequency distribution table (Table 1). In Table 1 it can be seen that the vast majority of people who have visited the target country of the language which they are studying (up to 71%) had done so in the last year. As the table also demonstrates, many people have made more than one trip, with quite large numbers having been to the country in question right up to fifteen years ago. As well as asking respondents about when they visited the target country, we asked how long they stayed. Not only is it apparent that students were dedicated enough to the idea of

Table 1

% of All Visits made to Target countries: Distributed by length of time since visit.

X_1 : When1

Bar:	Element:	Count:	Percent:	
1	<1 Year	309	71.53%	- Mode
2	1-2Years	29	6.71%	
3	Two - 3 Years	9	2.08%	
4	Three - 4 years	23	5.32%	
5	Five - 10 Years	24	5.56%	
6	Ten - 15 Years	19	4.4%	
7	> 15 Years	11	2.55%	
8	Nil	8	1.85%	

Table 2

% of Respondents staying in Target Country: Distributed across period of stay.

X_1 : Length1

Bar:	Element:	Count:	Percent:	
1	< 1 month	313	72.45%	- Mode
2	One-3 mths	25	5.79%	
3	Three-6mths	48	11.11%	
4	Six-12 mths	15	3.47%	
5	One-2years	18	4.17%	
6	Two-Three Years	3	.69%	
7	>3 Years	4	.93%	
8	Nil	6	1.39%	

the language to go to the country, but many went for significant periods of time. Table 2 indicates the overall figures, while Table 3 indicates the figures on the first visit only. For most people, less than a month was spent in the country, though significant numbers stayed for between one and 6 months. Many of the latter commented that they were on student exchanges and the like. The interesting factor that arises is that for most, when on their longest visit to the country, their visit is more extended than a single month, and indeed the largest number (some 54%) spend between 1 month and a year in the target country. As these tables were made up from aggregate figures, clearly the number of non-visitors is biasing the results in the overall figures. As table four suggests, in displaying the distribution of people who took a second trip to the country, this is nowhere near as dominant. Some 93% of people made no more than a single trip, while of those who did, the vast majority stayed in the vicinity of 2 years on their stay. The existence of this sort of experience among some 7% of the language learning population will be encouraging to language teachers of all types, and sketches an interesting part of the profile of language students/

Table 3

Distribution of Length of Stay on first Visit only

X_1 : Length1

Bar:	From: (≥)	To: (<)	Count:	Percent:	
1	0	.8	43	29.45%	-Mode
2	.8	1.6	25	17.12%	
3	1.6	2.4	40	27.4%	
4	2.4	3.2	14	9.59%	
5	3.2	4	0	0%	
6	4	4.8	14	9.59%	
7	4.8	5.6	3	2.05%	
8	5.6	6.4	2	1.37%	
9	6.4	7.2	5	3.42%	
10	7.2	8	0	0%	

Table 4:
Second Recorded Trips to Host Country

X_2 : Length2

Bar:	From: (≥)	To: (<)	Count:	Percent:	
1	0	.8	136	93.15%	-Mode
2	.8	1.6	0	0%	
3	1.6	2.4	6	4.11%	
4	2.4	3.2	1	.68%	
5	3.2	4	0	0%	
6	4	4.8	1	.68%	
7	4.8	5.6	0	0%	
8	5.6	6.4	1	.68%	
9	6.4	7.2	1	.68%	
10	7.2	8	0	0%	

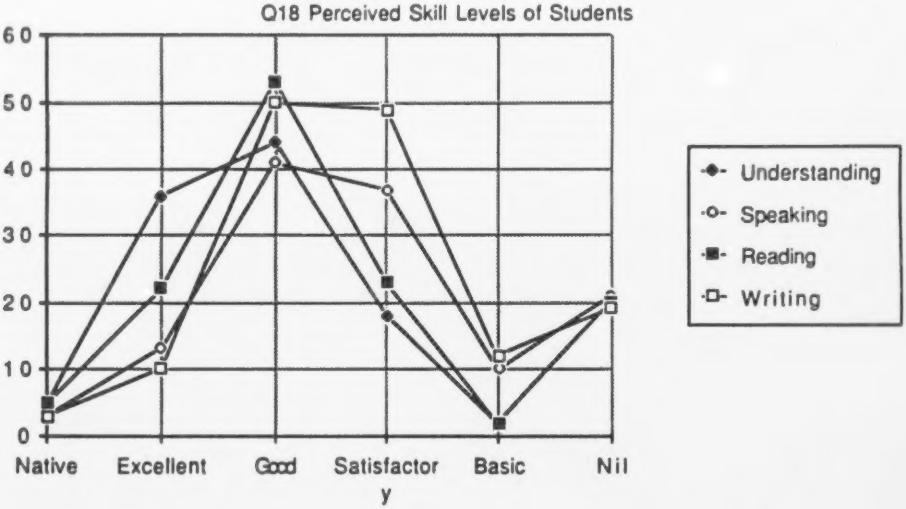
Not surprisingly, then, given the year stage of the students and the number who have in-country experience among the sample, most students thought they had a 'good' command of the language in question. Despite a deficiency on one factor, most of the variance is skewed in favour of the 'native' end of the scale.. This varied, of course, with the type of language skill in question. As Table 5 indicates, those part time students tended to think that their understanding of the language was good, indeed more so than was the case with full time students. This is only surprising on the surface - concomitant with this is the fact that full-time students are more likely to consistently consider themselves of a certain skill level across the range of skills, and are less likely to be 'surprised' at their own skill in one field as opposed to others. Understanding, Speaking and Reading show tendencies to follow language choice - those languages like French and German tend to have higher self assessments than languages like Mandarin and Russian. This may have to do with perceived difficulty of the language itself. It does not seem to matter whether one has had previous experience with a LOTE at home before - the correlations are uniformly random across all three skill levels. As can be seen by the high correlations between all four skill levels, the perception of students of their own skills are highly dependent on one another. A student with a high opinion of his/her understanding will also tend to self-assess themselves high on all other scores (and visa versa). Moreover, the closer the skills are together (e.g. reading and writing are closer together as skills than, say, understanding and writing). Understanding appears, on these scores, to be seen to be less like the other three skills, and these three are seen to be together in implied 'level of difficulty'. Simple understanding appears to be assessed by the students as being a different sort of activity than the higher level skills (more specific testing would have to be done to back up these suggestions).

(19)

Table 5: Cross Correlations on Some Factors influencing Skill Perception (simple r)

Name	HLote1	HLote2	Understdng	Spkng	Rdng	Wrtng
Status	-.087	-.061	.315	.232	.21	.176
Year	.141	.034	-.081	-.051	-.045	-.04
Lang1	-.046	.015	.424	.352	.315	.298
Lang2	.071	.099	.138	.178	.211	.21
Lang3	.068	-.013	.039	.042	.077	.081
Lang4	-.073	.031	.055	.052	.06	.06
HLote1	1	.183	-.047	.056	.076	.096
HLote2	.183	1	-.036	.016	.042	.048
Underst	-.047	-.036	1	.856	.817	.787
Speak	.056	.016	.856	1	.98	.979
Read	.076	.042	.817	.98	1	.994
Write	.096	.048	.787	.979	.994	1

Graph 17



As Graph 18 suggests, when people were asked where they felt they would 'find employment' after their language studies, many did not know: the nil response is the key indicator (18% of the total). This would cross-correlate with that section of the language-learning community who were not motivated by any career-related prospects. Of those that did have an opinion, most thought that they would find employment in teaching and instruction (20%). Hospitality and Tourism (7%), welfare (6%) and creative arts (7%)

are the choices in the next rank of factors, but the obvious statement to be made here is that, for all the talk about the professionalization and business-related nature of language teaching, most people actually doing languages do not expect to be taken into specific sectors of private industry. This leaves the traditional outlet of teaching, despite having had nearly half a decade in which the Hawke government has been underwriting the image of Australia as going through a 'tourist-led recovery'. In Alan Rix's words,:

> Understanding of the foreign langvuage leraning process is not widespread in Australian business, although from 1986 the tourist industry clearly recognised and strongly supported the need for language training.[6]

Table 6

Distribution of Expected Careers by Language Students

X_1 : Column 1

Bar:	Element:	Count:	Percent:
1	Career1	1	.35%
2	Creative Arts	19	6.57%
3	Teaching	58	20.07%
4	Gen Mgt	7	2.42%
5	Sales & Mktg	5	1.73%
6	Bnkg & Brkg	3	1.04%
7	Acad Research	11	3.81%
8	Prsnl Mgt	3	1.04%
9	Other	17	5.88%
10	Legal Prof	10	3.46%
11	Hosp & Tourism	21	7.27%
12	Fin Mgt	2	.69%
13	Welfare	18	6.23%
14	Sci & Tech	2	.69%
15	Retail	3	1.04%

These results parallel those found in the Australian Employment Monitors survey of job vacancies for the Ingleson Report in 1988. That survey found that demand for Asian language graduates in the marketplace was overwhelmingly in 'teaching and instruction' (27%), followed by General Management (10%), Welfare (8%), Sales and Marketing (8%), Financial Management (7%) and so on. Retail, Hospitality and Tourism together actually scored worse in the AEM survey than it did in this survey (4%, as opposed to a

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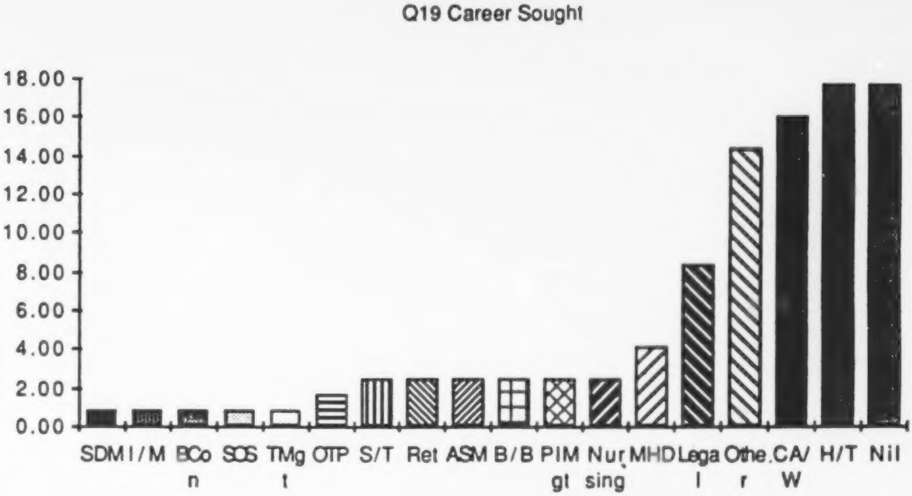
[6] Rix, loc.cit, p31

Graph 18
Areas of Employment



combined score of 8% in this survey). The average responses for a survey of Chinese, Indonesian and Japanese students in the Ingleson Report, when asked about their career plans, saw the following sorts of responses: Business (36%), Govt. Service (14%), Teaching (17%), Interpreting & Translating (7%), Law (6%), etc. This raises the question about the differences in responses between languages. These are dealt with in the following tables (Tables 7a-c).

In summary, the major languages have the following concentrations. Russian's highest point is with 'nil' responses (44%), and then Creative Arts (22%). Teaching only receives 11%, as do building and construction and general management. Italian, by contrast, has far fewer respondents who do not know what they might be going into (19%), with the largest category going into teaching (35%) and Creative Arts (15%). French has a higher number of both teaching (38%) and nil responses (33%) than Italian, and these may be linked, given 'teaching' as the traditional resort of the undecided. German has a higher proportion of people planning on Hospitality work (8%) than these previous languages, has strength in teaching (26%) and creative arts (13%), and a relatively small number of people going into

Table 7a

Percents of Row Totals

	Other	Hosp & ...	nil	Welfare	Teaching	Med & ...	Acad Re...	Prsnl Mgt
russian	0%	0%	44.44%	0%	11.11%	0%	0%	0%
italian	11.54%	3.85%	19.23%	3.85%	34.62%	0%	3.85%	0%
french	6.67%	3.33%	33.33%	1.67%	38.33%	1.67%	3.33%	1.67%
german	2.56%	7.69%	12.82%	12.82%	25.64%	2.56%	2.56%	0%
japanese	13.33%	26.67%	6.67%	6.67%	26.67%	0%	6.67%	6.67%
dutch	0%	0%	0%	0%	50%	0%	25%	0%
mandarin	11.11%	11.11%	5.56%	11.11%	27.78%	0%	0%	0%
spanish	0%	13.33%	26.67%	6.67%	6.67%	0%	6.67%	0%
Totals:	6.45%	7.53%	21.51%	5.91%	29.57%	1.08%	3.76%	1.08%

Table 7b.

Percents of Row Totals

	Sci & T...	Sales &...	Bnkg & ...	Other T...	Legal Pr...	Eng	Creativ...	Nursing
russian	0%	0%	0%	0%	0%	0%	22.22%	0%
italian	0%	0%	0%	0%	0%	0%	15.38%	3.85%
french	0%	1.67%	1.67%	0%	1.67%	0%	1.67%	0%
german	2.56%	0%	0%	0%	5.13%	0%	12.82%	0%
japanese	0%	6.67%	0%	0%	0%	0%	0%	0%
dutch	0%	0%	0%	0%	0%	0%	25%	0%
mandarin	0%	5.56%	0%	0%	0%	5.56%	5.56%	0%
spanish	0%	6.67%	0%	6.67%	0%	0%	6.67%	6.67%
Totals:	.54%	2.15%	.54%	.54%	1.61%	.54%	8.06%	1.08%

Table 7c

Percents of Row Totals

	Adm & Sup...	Gen Mgt	Bldg & Cns...	Fin Mgt	Retail	Totals:
russian	0%	11.11%	11.11%	0%	0%	100%
italian	0%	3.85%	0%	0%	0%	100%
french	0%	3.33%	0%	0%	0%	100%
german	0%	5.13%	0%	5.13%	2.56%	100%
japanese	0%	0%	0%	0%	0%	100%
dutch	0%	0%	0%	0%	0%	100%
mandarin	5.56%	0%	0%	0%	11.11%	100%
spanish	6.67%	6.67%	0%	0%	0%	100%
Totals:	1.08%	3.76%	.54%	1.08%	1.61%	100%

the unexpected categories summed up in 'other' (3%). As might be expected, the group with the largest investment in the Hospitality industry is Japanese (27%), which (with Spanish) is one of the few languages which matches its teaching expectations with expectations in other areas (teaching: 27%). Spanish marks a zero 'other' contribution and a high 'nil' contribution, indicating that Spanish students tend not to be driven by vocational aims as much as some other groups.Spanish students are also more generally distributed across categories than other groups. Some 13% of the Spanish group opted for hospitality, and a low 6% for teaching. Mandarin, on the other hand, showed a strong teaching element (27%), a low 'nil' contribution, and middle range scores for its next two highest elements in 'other' (11%) and Hospitality (11%). These scores, in general, indicate high levels of differentiation between the vocational expectations of language groups. Similar sorts of patterns are (with some exceptions) apparent in Table 8. As might be expected, for instance, Japanese students seem highly sanguine about the likelihood of their language being useful in their future careers, followed by the Italian, German, the French, and then the Mandarin students, with Russian students seemingly the least hopeful that there studies would prove of vocational use. Interestingly enough, however, the Spanish students, after not registering highly on vocational scores in other questions, here score the highest of all groups in terms of their expectation that language will prove vocationally useful! (excluding here the Dutch respondents, due to the small number of responses). This is all the more unusual a result, given the tendency for the Spanish scores to be concentrated in the lower middle section of the assessment. The explanation may be that, in South Australia, where the majority of the

Graph 19
Distribution of Scores
Measuring Expected Utility of Languages in Career

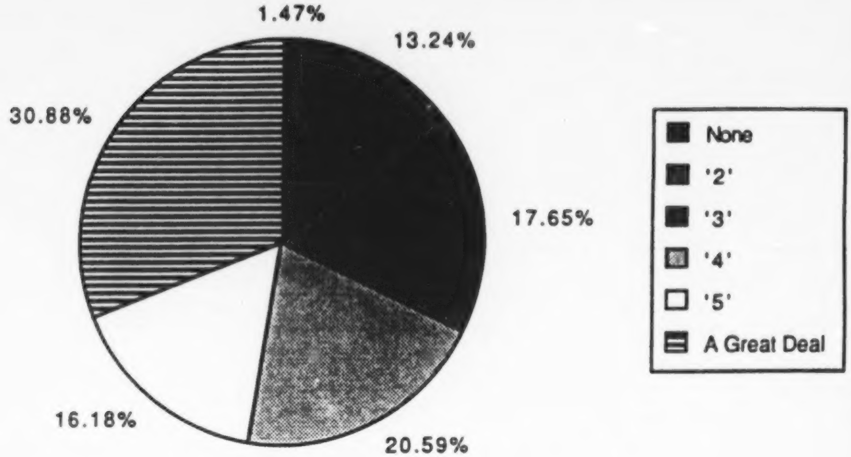


Table 8
Expected Use of Language in Career
Percents of Column Totals

	dutch	french	german	italian	japanese	mandarin	russian	spanish	Totals:
0	25%	5%	7.69%	7.69%	6.67%	5.56%	11.11%	6.67%	6.99%
1	0%	1.67%	0%	0%	6.67%	0%	0%	0%	1.08%
2	0%	13.33%	10.26%	11.54%	6.67%	11.11%	22.22%	0%	10.75%
3	0%	18.33%	15.38%	3.85%	6.67%	16.67%	44.44%	26.67%	16.13%
4	0%	15%	17.95%	26.92%	26.67%	22.22%	11.11%	13.33%	18.28%
5	0%	16.67%	15.38%	19.23%	6.67%	16.67%	0%	6.67%	13.98%
6	75%	30%	33.33%	30.77%	40%	27.78%	11.11%	46.67%	32.8%
Totals:	100%	100%	100%	100%	100%	100%	100%	100%	100%

Spanish scores were collected, Spanish is a listed community language. This result may then reflect a particular community situation in a particular state, without generalizability to other areas. Understandably, few of these students were likely to know what the eventual uses of their skills will be. As table 9 shows, when asked just this question, students returned a high 'nil response' in surveys. After this, students felt that Interaction with native speakers and Business related travel were more important than the occupationally related elements of Translating and Interpreting. This is an interesting result, in that it indicates that, firstly, third year students are aware just how demanding certification for T&I can be, and that most people see languages as a skill related to their other work, an enabling tool rather than an end in itself. The rebellion against over-use of classical literatures in language courses (see below) comes from similar sources - students want real life content, relevance to the world in which business and social life needs to be pursued.

Table 9

Ways in Which Language is Expected to Be used in Vocation

X_1 : Column 1

Bar:	Element:	Count:	Percent:	
1	nil	81	28.03%	Mode
2	Itn with Native Sp	52	17.99%	
3	Bus Travel	41	14.19%	
4	Rdg Bus Lit	24	8.3%	
5	Research	19	6.57%	
6	Transl	28	9.69%	
7	Interp	11	3.81%	
8	Sales & Negn	6	2.08%	
9	Other	26	9%	
10	ExpUse1	1	.35%	

Note: ExpUsel is a statistical category only in this table. 'Bus' stands for 'business', 'itn' for interaction, 'transl' for translating, 'interp' for 'interpretation'.

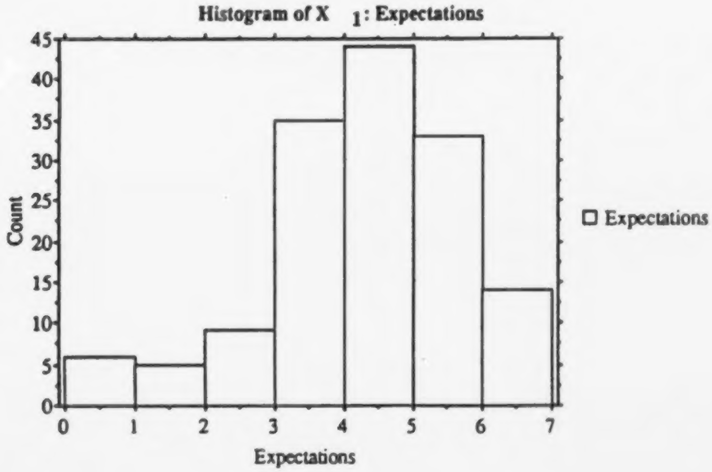
As Table 10 indicates, the degree to which students were satisfied with their courses varied with the mode (on a six point scale) coming in in the upper middle range of 4, and with over 60% of all students in this upper-middle to upper range. As can be seen from Graph 20, students were largely happy with their courses, with a large percentage of median range answers representing normal hesitation to give 'full marks'. As the next question (Q23) indicates, however, students showed quite definite tendencies in their desire to see changes in courses and teaching.

Table 10
Degree to which Language Courses Satisfied Student Expectations

X_1 : Expectations

Bar:	From: (≥)	To: (<)	Count:	Percent:	
1	0	1	6	4.11%	
2	1	2	5	3.425%	
3	2	3	9	6.164%	
4	3	4	35	23.973%	
5	4	5	44	30.137%	- Mode
6	5	6	33	22.603%	
7	6	7	14	9.589%	

Graph 20
Degree to which Language Courses Satisfied Student Expectations



A free-response question, the answers from students were coded from the responses on the questionnaires, and so represent unprompted answers. As both Table 11a and Graph 21 indicate, by far the most popular response was the request for more oral input into the teaching (38%), particularly in conversation classes, in interaction with native speakers and the like. Students felt that oral command of the language was where they either most lacked, or most desired mastery. This is what Alan Hirvela noted as the 'ferociously pragmatic' side of language teaching, the attitude which says 'literature has no practical uses and is therefore useless'[7] His note that literature seems to be making a 'modest comeback' after years of 'linguistic dominance' is mildly supported among this sample by the observation that the 'more literature' (5%) and 'less literature' (4%) opinions are almost balanced. As Sims found in his survey of adult learners in the 1970s, however, there is also the fact that 'being able to speak' a language and feel competent in an otherwise challenging situation, is intrinsically rewarding. The second most desired aspect was in increasing the relevance of courses: respondents particularly saw this through the increase of teaching of oral idiom, popular and modern usages (as opposed to classical 'literary' usages), the reading of up-to-date newspapers and the like which gave an entree into the culture 'as it is' in the host country. Among those who wanted to see more literature, the demand was for more relevant reading materials, such as modern political commentaries, novels etc. This backs up our earlier point about culture - most students are not interested in the language by itself. Most have at the beginning, or soon develop, some powerful attraction for the culture out of which the language springs. The demand for relevance and relevant literature is part of the desire to engage with that culture. In achieving this, there was a diffuse reaction suggesting more flexibility among the

Table 11a
Changes Desired in Language Courses

X_1 : Column 1

Bar:	Element:	Count:	Percent:	
1	nil	0	0%	
2	>incountry	3	1.714%	
3	>native sp	4	2.286%	
4	>oral	66	37.714%	- Mode
5	<oral	0	0%	
6	>grammar	9	5.143%	
7	<grammar	2	1.143%	
8	>written	1	.571%	
9	<written	2	1.143%	
10	>culture	10	5.714%	
11	<literature	9	5.143%	
12	>literature	7	4%	
13	<workload	6	3.429%	
14	>relevance	23	13.143%	
15	personalities	1	.571%	

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[7] A Hirvela. 'Five Bad Reasons Why Language Teachers Avoid Literature', **British Journal of Language Teaching**, vol.xxvii, no.3 (Winter 1989), p127

organisers of courses, and in the structure of the courses that they design. Given the background of Australian culture, that, in the words of the Australian Academy of the Humanities (1974) 'there seems to be a deep-seated conviction in Australia that the ... study of other languages (than English)... lacks relevance', language teachers are clearly 'behind the eight ball' right from their first contact with students.[8]

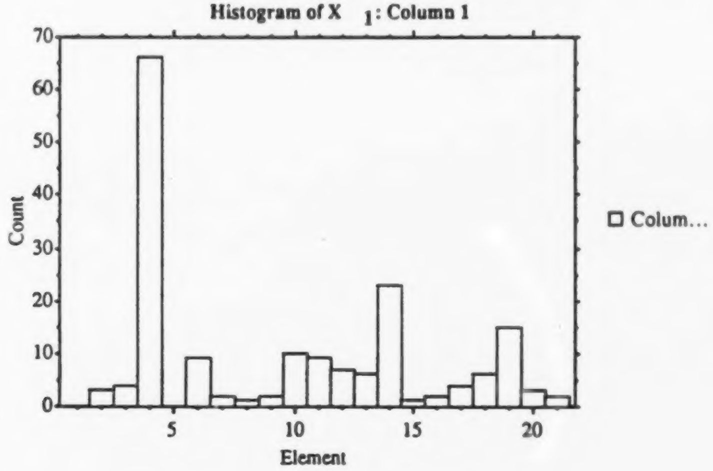
Table 11b

Changes Desired in Language Courses (cont...)

X_1 : Column 1

Bar:	Element:	Count:	Percent:
16	accessibility	2	1.143%
17	stability	4	2.286%
18	>funding	6	3.429%
19	flexibility	15	8.571%
20	facilities	3	1.714%
21	Native v non-native	2	1.143%

Changes Desired in Language Courses
% of Students x Change Type



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[8] McMeniman, loc cit., p17

As Table 12 indicates, there are differences between languages in terms of the weighting on particular kinds changes. Demand for incountry experience was largely divided up between French (6%) and Russian (17%) students, and demand for increased interaction with native speakers is only found among german speakers (4%). Demand for an increase in the Oral segments of the course was much more widely spread than either of these factors, but was particularly strong among Japanese (78%) and Mandarin (67%) speakers. This is of interest, as these are languages based in countries traditionally treated with suspicion by Australians. This may be an indicator of the cultural empathy produced by languages. These are also languages without the sort of 'traditional' associations which surround French and German, and so it is to be expected that the motivations behind these languages are more up to the present than in other languages. The fact that Mandarin

Table 12a
Changes Desired by Students x Language Group

Percents of Column Totals

	nil	arabic	dutch	french	german	italian	japanese	mandarin
>incountry	0%	0%	0%	6.25%	0%	0%	0%	0%
>native s...	4.62%	0%	0%	0%	4%	0%	0%	0%
>oral	23.08%	100%	50%	59.38%	36%	22.22%	77.78%	66.67%
>grammar	9.23%	0%	0%	3.12%	4%	0%	0%	33.33%
<grammar	0%	0%	0%	3.12%	0%	0%	0%	0%
>written	1.54%	0%	0%	0%	0%	0%	0%	0%
<written	3.08%	0%	0%	0%	0%	0%	0%	0%
>culture	4.62%	0%	0%	3.12%	8%	11.11%	0%	0%

(30)

Percents of Column Totals

	polish	russian	spanish	swedish	Totals:
>incountry	0%	16.67%	0%	0%	1.72%
>native spkrs	0%	0%	0%	0%	2.3%
>oral	50%	33.33%	50%	0%	37.93%
>grammar	0%	0%	0%	0%	5.17%
<grammar	0%	0%	0%	100%	1.15%
>written	0%	0%	0%	0%	.57%
<written	0%	0%	0%	0%	1.15%
>culture	50%	16.67%	0%	0%	5.75%

students also show by far the highest demand for an increase in the grammar input (33%) to courses is perhaps an indicator of the difficulty of that language, while the corresponding lack of interest among Japanese language students in grammar perhaps indicates their business orientation, and in the words of Alan Rix, a demand for 'minimal emphasis on grammar ... with enough Japanese to make [the student] immediately effective.'[9] Students may seek more oral input for more than one reason, then, with some selecting it as a possible way to ease their way into the intonational patterns of difficult languages, and others as a way to gain immediate rewards. Significantly, it is among the traditional languages that demand for an increased cultural input is the highest (French:3%, German: 8%, Italian: 11%, Russian: 16%). Among many of these students, it is clearly engagement with the culture which is of importance, rather than specifically instrumental or linguistic-skill motivations. It is also among these students that 'relevance' (French:3%, German: 16%, Italian: 22%, Russian: 17%) and 'flexibility' (French:3%, German: 16%, Italian: 17%, Russian: 17%) in course offerings was seen as of most importance , indicating perhaps that the type of culture presently being offered is a problem, rather than solely the amount of culture. These students show a definite interest in seeking engagement with the present-day society, rather than the traditional cultures that

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[9] A Rix, P Davidson, H Uchiyama, 'Designing a Japanese language course for the tourist industry', Babel, vol.23, no2 (October 1988), p31

Table 12b
Changes Desired by Students x Language Group

Percents of Column Totals

	nil	arabic	dutch	french	german	italian	japanese	mandarin
<literature	9.23%	0%	0%	3.12%	0%	5.56%	0%	0%
>literature	6.15%	0%	0%	3.12%	4%	0%	0%	0%
<workload	1.54%	0%	0%	6.25%	0%	0%	22.22%	0%
>relevance	20%	0%	0%	3.12%	16%	22.22%	0%	0%
personalit...	0%	0%	0%	0%	0%	5.56%	0%	0%
accessibil...	1.54%	0%	0%	0%	4%	0%	0%	0%
stability	3.08%	0%	0%	3.12%	0%	0%	0%	0%
funding	1.54%	0%	25%	3.12%	4%	11.11%	0%	0%

Percents of Column Totals

	polish	russian	spanish	swedish	Totals:
<literature	0%	0%	12.5%	0%	5.17%
>literature	0%	0%	12.5%	0%	4.02%
<workload	0%	0%	12.5%	0%	3.45%
>relevance	0%	16.67%	0%	0%	13.22%
personalities	0%	0%	0%	0%	.57%
accessibility	0%	0%	0%	0%	1.15%
stability	0%	0%	12.5%	0%	2.3%
funding	0%	0%	0%	0%	3.45%

are widely offered as being representative of the cultures concerned. Italian, for instance, is widely taught in relation to the works of such classic authors as Dante and Boccaccio: here there is clearly some sentiment among the student body about the balance of courses which include such works. As Hirvela indicates, Widdowson and McKay have both raised questions about the suitability of some types of literature for inclusion in language courses,[10] and Bader has located student dissatisfaction with heavily literature based courses in the fact that literature assists with vocabulary, but fails to assist syntax, morphology and phonetics.[11] In terms of the whole trend towards relevance and culture, it is interesting to see that Cruickshank found the same patterns in a survey of Newcastle area in 1974. When French students were asked to finish the sentence 'I like the following aspects of language lessons...' (an open-ended question not unlike our own) the following results were found:[12]

Culture	111
Reading	48
Conversation	31
Other Oral	24
Translation	19
Songs	16
Grammar	14
Vocabulary	10
New Material	6
Exercises	6

When asked what changes they would make, the students' most prominent answers were 'up-to-date interesting films', 'more oral work' and 'more culture', results almost identical to our own. What we are looking at here, then, is clearly not just a set of options arising from upper-level experience of languages. It is a common reaction to languages in classroom situations. A decrease in the workload is most demanded among Japanese and Spanish students, indicating perhaps a perception that immediate costs (in time, energy etc) are not matched to immediate returns (in skill, utility etc). This sort of motivational factor would be the sort of thing which relied on a threshold of motivation, something which McMeniman does not deal with in her attempt to formulate a theoretical approach to attrition in language courses. Some Dutch and Italian students felt that competition with native speakers was a problem in some classes, a conflict that has its roots in the community-based nature of many Australian language courses. As Hutchinson et. al. have noted, some communities in Australia are experiencing considerable internal

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[10] loc cit, p127

[11] Y Bader, 'Student attitudes to the Literature component in University English Language Courses [in Arabic Universities]', **British Journal of Language Teaching**, vol.xxvii, no.3 (Winter 1989), p164

[12] Cruickshank, loc cit., p7

Table 12c
Changes Desired by Students x Language Group

Percents of Column Totals

	nil	arabic	dutch	french	german	italian	japanese	mandarin
flexibility	9.23%	0%	0%	3.12%	16%	16.67%	0%	0%
facilities	1.54%	0%	0%	0%	4%	0%	0%	0%
native v n...	0%	0%	25%	0%	0%	5.56%	0%	0%
Totals:	100%	100%	100%	100%	100%	100%	100%	100%

Percents of Column Totals

	polish	russian	spanish	swedish	Totals:
flexibility	0%	16.67%	0%	0%	8.62%
facilities	0%	0%	0%	0%	1.15%
native v non...	0%	0%	0%	0%	1.15%
Totals:	100%	100%	100%	100%	100%

division over this question of native vs. non-native speakers: the suggestion that the categories be divided has given rise (in Western Australia for instance) to charges from the ethnic communities that they are being denied their only compensation for the disadvantage of having to contend in other fields with English as their L2.[13] The fact that, as M de Lemos has indicated, 'in areas other than language ability migrant school children can perform as well as their native-born Australian counterparts and in certain instances consistently better' [14] indicates the continued existence of ignorance about the nature of language study in Australia, in particular ignorance of the community forces which shape success or failure among L2 students.

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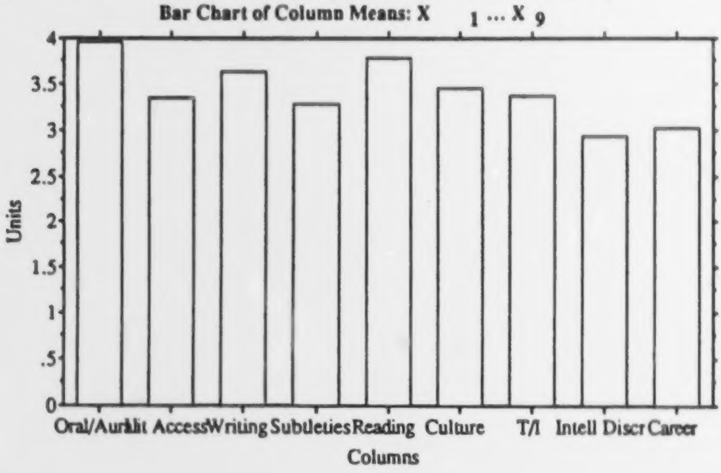
[13] M Hutchinson, D Aspin, J Ingleson, D Lim, M Naim, **Report of the Reference Group on Teacher Education** to the Asian Studies Council, December 1990.

As the following graphs show (Graphs 22a and 22b) in comparing the means for questions 24 and 25, students generally thought that their assessment of the elements underlying a tertiary language course were higher than the faculty or department considered them. This may be the natural contrariness of students when facing the people who assess them, but in some cases the results are quite significantly different. For oral/aural proficiency, reading and 'preparation for a career', for instance, students marked their assessment of the need for this element significantly higher than they thought the institution did, which backs up the themes arising in the section on 'changes'. To some degree, students clearly feel that language teachers are dealing in irrelevancies. This is a factor that must be dealt with if languages are to grow. Conversely, in a factor also noted in the 'changes' section above, students felt that the institution regarded writing competence slightly higher than they did. See Appendix 2 for the specific frequency distributions for each of these questions.

Graph 22a: Mean responses to questions 24 part 1 ...24 part 9



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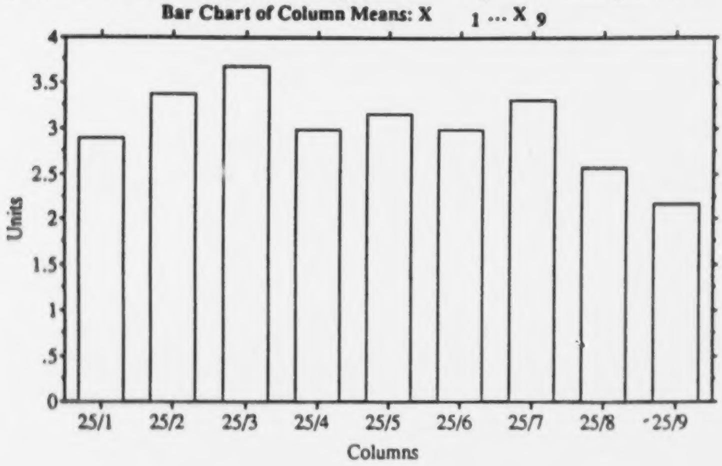
[14] 'Educational Achievement of Migrant Children', A Languages Bulletin for teachers in Secondary Schools, NSW Dept of Education, 1974, p30.

Graph 22b: Mean responses to questions 25 part 1 ...25 part 9



When asked about what languages where predominantly used in their courses, and what languages they felt should be used, a similar disparity between students and staff occured (see Graph 23), pointing to a desire for much greater oral practice. In most of the courses currently run, there is general recognition that some staging of language use takes place. On average, English is used for instruction until the end of first year, and thereafter most instruction takes place in a mixture of the languages (Predom1 to Predom3). By contrast, students generally felt that much more instruction should be taking place in the target language alone, with much less a percentage of English even in the first year, though it was generally acknowledged that some mixture of the languages would be necessary throughout. Given the above, this result largely arises from a desire to see conversation classes take a greater role in the courses structure, with the greater use of the target language that this implies.[15]

The question of discontinuation is a vexed one among language teachers. On the one hand there are cultural imperatives, and as McMeniman has said, 'despite the well-documented attrition rates in this country and the admirable efforts of teachers and others, we do not seem to be stemming the flow'[16]. On the other, Leal locates a failure on poltical and

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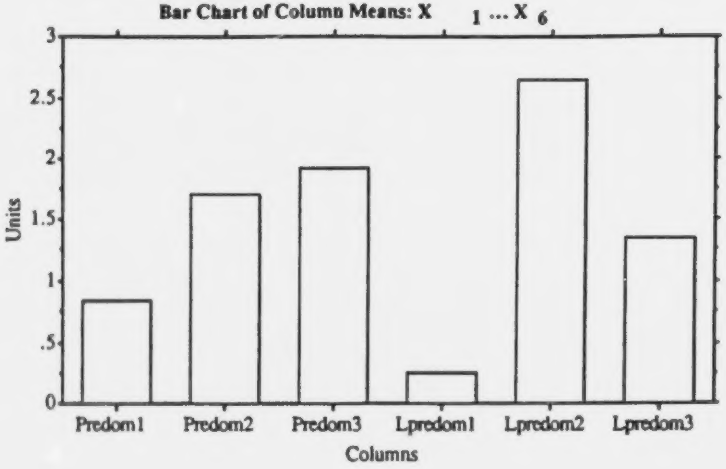
[15] Much more detailed figures are available from the author, but have no real function or claim on space in this report.

[16] loc cit., p16

Graph 23: Mean responses to Questions 26-27.



educational policy-making levels to continue to press for the importance of lamguage learning as part of the national life.[17] In our survey, we asked students what the most likely reasons for discontinuation would be. The results are layed out in Table 13.

Table 13
% Responses to Reasons for Possible Discontinuation

X_1 : Column 1

Bar:	Element:	Count:	Percent:	
1	Suff Knwldge	44	25.143%	
2	Course Diff	9	5.143%	
3	Lang Diff	6	3.429%	
4	Disappointed	45	25.714%	- Mode
5	Other Ambitns	44	25.143%	
6	Other	27	15.429%	

The restriction on these figures is their unreality - we are asking highly motivated people (which, since they are in third year, they are by default) with a commitment to what they are doing why they would stop doing it! The results are only partially reliable, therefore, and any real study of attrition rates would have to be done using a sample including those who have discontinued de jure. This considered, one can see why these students do not consider difficulty to be a prime reason for discontinuation: they have been through at least two years of language study and are not likely to face anything they have not already overcome. More ominous, given earlier observations, is the two-sided coin of 'other ambitions' and 'disappointment'. As McMeniman points out, the major reasons for actual discontinuation which have arisen from autopsy-style reports indicate that 'Loss of interest' is the most frequently cited cause, followed by a range of others including 'completion of requirements', 'poor grades', 'next level too hard', 'scheduling difficulties', and 'boring irrelevant classes'.[18] Here, we have 'disappointment' among the highest of scores (indicating both a certain substratum of actual disappointment among students, and a parallel to the 'loss of interest' factor noted by McMeniman), no parallel to the 'poor grades' and 'next level too hard' scores, and a third factor, 'sufficient knowledge', which in many ways must be a decision affected by the 'other ambitions' score. Considering that this sample includes only successful students, the actual results reflect faithfully the same picture of attrition causality as were noted by Demorsek in 1973 and Eardley in 1984 (quoted in McMeniman). The conclusion to be drawn here, and which has been drawn above, is that making courses easier will not enlarge courses - students will be attracted to, and remain in, vibrant, relevant courses that treat language both as a skill and as key into the culture concerned.

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[17] B Leal, 'Light in the Tunnel: Language learning today', Babel, vol.24, no.1, June 1989, p4

II. Comparative Results

Specific trends in Comparative results:

Age Background

The Language groups tend to fall into three groups as far as the way in which their age profiles trend. French Russian, Japanese and Dutch form one group that tends to draw students in similar proportions across the age range, German and Italian form another, and Spanish and Mandarin form yet a third. While these may be due to other factors, there are two main explanations of this clumping of factors. Firstly, there is a fair amount of cross-dependency between the factors: that is, the same students who are doing one language are also tending to take other languages in the same group. Consequently, for some reason, students doing Spanish at Flinders University, are also tending to take Mandarin, the German students Italian, and etc. The remainder of the variance can mainly be explained by the relative rankings of each of these languages in teaching preferences of students. French, for instance, is a language of high teaching importance, as is Japanese, while the students doing these could be considered doing 'languages of interest' such as Russian to act as a 'second string' to their prime languages (as Dutch has only four cases in this survey, I will not risk making generalisations from it). German students may be taking Italian as a second possibility because of the dissimilarity between the languages rather than despite the difference. The well-known 'halo' effect of similar languages, causing confusion in the learner, may be at play here. Another explanation may be the fact that, as we have seen, language learners have two main drives: curiosity and career-expectation. These patterns of correlation between languages may represent the links between students who take particular languages as an 'interest' and the another as their serious language, for 'employment'. Obviously more research will have to be done to explain these patterns of language choice. The correlation between 'age and status' in Table 15 indicates that part-time students tend to be older, and vice-versa.

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[18] McMeniman, loc cit., p17

Degree Background

The relationships between degree background of students seem to be closest between Dutch and German (ie: similar sorts of degree programmes tend to take Dutch and German), while Russian shows almost the opposite trend from Dutch (ie: students of specific degrees who take Russian tend not to take Dutch). This would suggest that Russian and Dutch are exclusive languages, ie: they are taken by students doing other things apart from language studies, enabling them to take one language and not the other. Likewise, students of the same degree background, doing German or Dutch, tend not to take French or Italian. Italian students tend to have similar degree backgrounds as Russian students in the institutions tested, though again this could be an artifact of the way in which languages are offered in those institutions surveyed.

Gender

By the nature of the scores, correlations of gender profiles tend to be fairly extreme and uniform in their movement. Dutch, German and Mandarin students tend to have similar gender profiles, as do German and Russian, but German, Mandarin and Russian are quite dissimilar (in their gender profiles) from Spanish.

Reason for Choosing to do Languages at University

French students are quite different from other students in their pattern of response to the question as to why they chose to study languages. Italian and Spanish students were most dissimilar, with the other groups ranging from no relation to mild similarity. Given the cross-enrolments in languages, however, these latter are more probably not to be related in any particular way to the French responses. German and Mandarin students, on the other hand, tend to be quite similar in the way that they responded to the question, and some similarity can also be seen in the way that Spanish students reacted. Italian students seem to be quite negatively correlated to most other patterns of response except with Russian students. Japanese students are most strongly correlated with Russian and Dutch students in their patterns of response.

General Trends in Comparative Results

In computing the relationships between the movement of variables, the following relationships (ranked by size of correlation, see Table 15) show covariance, due to either iso-causality or cross dependence (those included here are only those that showed a reasonable degree of correlation, i.e. 3+. The complete list of correlations is to be found in Appendix I). Clearly, the most closely related items have to do with the students' appreciation of their own skill levels. These factors are not only closely related to other factors but (partially as a result and as noted above), they are closely related to one another. Significantly, when students were asked to rate how a list of goals of a tertiary language course should be ordered, the tendency of students to rank themselves highly in skills was combined with a tendency to rank those skills as highly important in a language course. Understandably, the skill factors tend to clump with each other at the top of the range of most closely correlated variables, with the ratings of institutional variables coming in further up the list. Skills, then, are more closely dependent on one another than the interpretations of the importance of that skill in the language. Interestingly, writing and reading occur considerably more frequently in the top twenty 'r' scores than speaking and understanding (see Table 14).

Table 14
Occurrence of Skills among pairs of Scores most highly correlated

Skill	# in Top Ten
Writing	4
Reading	6
Understanding	5
Speaking	4
	# in Top Twenty
Writing	11
Reading	13
Understanding	5
Speaking	7

A factor analysis on the skills also identifies the splitting into two 'source' roots. Clearly, students see (and by implication, experience) an essential difference between the learning of written/read skills and oral/aural skills. The other observation to be made about this is that, clearly, the oral/aural skills are seen as less the creature of the institutional course, and more a part of the real world. These skills are less well-correlated with skills seen as important in a language course than the writing/reading skills.

Table 15: Most Highly Correlated Variables in Survey

Correlation Results	'r' Co-efficient	Correlation Results	'r' Co-efficient
length1 x country	-.326	25/9 (Career) x understanding	.506
when1 x country	-.36	24/8 (Disc) x understanding	.514
24/4 x prior1	.31	age X status	.515
Career2 x writing	.35	24/9 (Career) x understanding	.52
inschoice1 x 25/4	.38	25/2 (Lit) x understanding	.526
Lang4 x Lang3	.38	understanding x country	.529
writing x prior1	.39	reading x country	.55
country x 24/7	.44	writing x country	.556
writing x lang 1	.298	25/9 (Career) x speaking	.557
changes1 x prior1	.301	25/4 (Id) x understanding	.565
country x 25/8	.301	langchoice1 x studyreason1	.569
prior1 x oswork?	.303	speaking x country	.572
country x 25/9	.304	25/9 (Career) x writing	.579
inschoice2 x oswork?	.304	24/7 (T/I) x understanding	.583
Changes1 x writing	.305	25/9 (Career) x reading	.589
length2 X degree	.306	24/4 (Id) x understanding	.605
24/1 x Career2	.311	25/5 (R) x understanding	.605
inschoice2 x 24/2	.311	24/3 (W) x understanding	.613
changes3 x career3	.314	24/6 (Cul) x understanding	.617
reading x lang1	.315	24/2 x understanding	.621
understanding X status	.315	24/1 (O/A) x understanding	.622
age x studyreason1	.317	24/5 (R) x understanding	.625
understanding x instchoice 2	.318	length2 x when2	.627
country x 25/1	.321	length3 x when3	.632
length2 x when3	.324	25/1 (O/A) x speaking	.634
age x understanding	.325	25/8 (Disc) x speaking	.638
25/6 x understanding	.326	when3 x when2	.645

prior1 x 25/9	.335
country x 24/8	.339
Career2 x speaking	.344
Career2 x reading	.345
country x 25/2	.345
inschoice1 x 25/7	.348
speaking x lang1	.352
25/3 x speaking	.354
inschoice2 x 25/5	.354
length 3 x when2	.355
inschoice1 x 25/8	.358
inschoice1 x oswork?	.358
inschoice2 x 24/4	.358
nlang1 x number	.361
number X lang1	.363
understanding x instchoice1	.363
oswork? x status	.369
speaking x prior1	.369
inschoice1 x 25/1	.375
inschoice2 x 25/7	.376
oswork? x age	.376
country x 25/4	.377
inschoice2 x 24/7	.377
changes3 x changes 2	.378
country x 24/9	.379
reading x prior1	.379
inschoice1 x 25/3	.381
inschoice1 x 25/6	.384
25/6 x reading	.386
inschoice2 x 25/4	.388
25/3 x writing	.389
25/6 x speaking	.389
25/6 x writing	.391
25/3 x reading	.396
country x 24/6	.396
inschoice2 x 24/6	.403
country x 25/5	.404
inschoice2 x 24/1	.411
prior1 x age	.411
changes1 x changes2	.412
inschoice1 x 24/3	.412
inschoice1 x 25/5	.413
country x 24/2 (Lit)	.421
inschoice1 x 24/9	.421
reading x instchoice 2	.421
25/7 (T/I) x understanding	.662
25/8 (Disc) x writing	.681
25/8 (Disc) x reading	.684
24/8 (Disc) x speaking	.685
25/1 (O/A) x reading	.692
25/1 (O/A) x writing	.695
24/9 (Career) x speaking	.696
24/8 (Disc) x reading	.727
24/9 (Career) x reading	.727
24/9 (Career) x writing	.727
24/8 (Disc) x writing	.728
25/4 (Id) x speaking	.736
25/2 (Lit) x speaking	.748
25/5 (R) x speaking	.757
25/4 (Id) x reading	.76
25/4 (Id) x writing	.76
25/5 (R) x writing	.772
25/2 (Lit) x reading	.776
25/5 (R) x reading	.778
24/7 (T/I) x speaking	.779
25/7 (T/I) x speaking	.781
25/2 (Lit) x writing	.783
writing x understanding	.787
24/2 (Lit) x speaking	.792
24/4 (Id) x speaking	.795
25/7 (T/I) x writing	.8
24/7 (T/I) x reading	.801
24/7 (T/I) x writing	.803
25/7 (T/I) x reading	.804
24/6 (Cul) x speaking	.805
24/4 (Id) x reading	.808
24/2 (Lit) x reading	.814
24/2 (Lit) x writing	.814
24/4 (Id) x writing	.814
reading x understanding	.817
24/3 (W) x speaking	.825
24/6 (Cul) x reading	.839
24/6 (Cul) x writing	.839
24/3 (W) x reading	.841
24/3 (W) x writing	.846
24/5 (R) x speaking	.849
24/1 (O/A) x speaking	.853
speaking x understanding	.856
24/5 (R) x reading	.865
24/5 (R) x writing	.876

understanding X Lang1 =	.424
inschoice2 x 24/3	.425
inschoice2 x 24/5	.425
inschoice1 x 24/2 (Lit)	.433
speaking x instchoice 2	.433
writing x instchoice 2	.433
inschoice1 x 24/6	.437
inschoice1 x 24/4	.441
country x 24/4	.443
country x 24/3	.446
inschoice1 x 24/8	.448
inschoice2 x 25/2 (Lit)	.449
inschoice1 x 24/7	.452
inschoice1 x 24/5	.454
24/1 x country	.458
25/1 x understanding	.464
country x 24/5	.467
speaking x instchoice1	.471
length3 X Year	.473
langchoice2 x studyreason2	.478
country x 25/7	.483
country x oswork?	.483
25/8 x understanding	.484
writing x instchoice1	.495
inschoice1 x 24/1	.496
reading x instchoice1	.497
length 1 x when1	.499
24/1 (O/A) x reading	.882
24/1 (O/A) x writing	.887
writing x speaking	.979
reading x understanding	.98
writing x reading	.994

Ignoring those correlations reliant on the 'squeezing' of variation in multi-segmented questions (e.g. when3 is reliant on when2 in Q15), some other interesting effects are also noticeable. Those who suggested that they had not been to a country tended to score themselves more highly as speakers, writers, readers and 'understanders' (in that order) of a foreign language. The lack of comparisons by which the student may discover a realistic measure of his/her abilities is probably the main reason for this. The reactions of students when they are forced to compete in classes with native speakers, and the consequent disabusing of the non-native speakers' illusions, is a graphic example of this. There is a natural cross-correlation between the reasons why students choose to study languages at all, and the reasons why they choose particular languages. Part of this is the result of close juxtaposition of similar scales, but some is definitely due to the sharing of purposes. People come to languages partly because of the attraction of particular languages, and particular languages are attractive partly because of the general attraction and mystique of languages, e.g. as the mark of a cultured person, etc.

All the previously- discussed figures related within a band of $r>.499$, an arbitrary cut-off point for testing the significance of effects. What follows is based on effects in the range $.299<r<.499$, and can only be described as interesting correspondences. Those who said that they had some experience of prior education (primary and secondary) tended to score themselves more highly in skills tests, to assess those skills as important in any University language course, and to have the ambition of working overseas after the completion of their language qualifications. Likewise, those who had not been to the target country tended to assess questions of finesse and expertise as being more important than those who had been to those countries, suggesting perhaps that experience of the 'language on the ground' tends to be associated with a shift in attitudes by students. Those with education in the language at primary or secondary level tended to be more demanding in terms of the changes that they wanted made to their courses, as did those with high self-assessed skills in writing skills. Those who had more than one idea about what career they would be pursuing, and who had more various opinions as to why they chose the particular institution in which they were studying when tested, also tended to self-assess themselves as being more skilled in language use. This might suggest a correlation between 'lateral thinking' and ability to learn languages, but this would need a lot of further testing due to a lot of confounding factors in these figures - at this level, the same skill self-assessment might be explained by woolly-headedness! Those with degrees further down the list (ie: non-arts and education people, in this survey largely Law students) tended to stay overseas longer when they went to the target country - perhaps indicating social privilege. In general, the fact of having visited the home country, the factors behind choice of institution, high-self-assessment in language skills and the assessment of certain elements of language courses as important are all closely related. A factor analysis of all these variables produces loadings as follows:

Table 16:
Results of Factor Analysis of Questions 12, 14, 18.

Table 16a

Factor Analysis for MLR SV DB: $X_1 \dots X_6$

Summary Information

Factor Procedure	Principal Component Analysis
Extraction Rule	Method Default
Transformation Method	Orthotran/Varimax
Number of Factors	2

Note: 1 case deleted with missing values.

Table 16b

Eigenvalues and Proportion of Original Variance

	Magnitude	Variance Prop.
Value 1	4.392	.732
Value 2	.823	.137
Value 3	.511	.085

Table 16c

Correlation matrix

	Country …	Underst…	Speaking	Reading	Writing	InstChoi…
Country Visit	1					
Understanding	.54	1				
Speaking	.588	.86	1			
Reading	.569	.819	.98	1		
Writing	.574	.789	.978	.994	1	
InstChoice1	.193	.374	.482	.505	.503	1

Table 16d

Unrotated Factor Matrix

	Factor 1	Factor 2
Country Visit	.67	-.494
Understanding	.879	-.115
Speaking	.98	-.023
Reading	.976	.016
Writing	.97	.016
InstChoice1	.563	.751

Table 16e

Oblique Solution Reference Structure-Orthotran/Varimax

	Factor 1	Factor 2
Country Visit	.832	-.241
Understanding	.771	.186
Speaking	.797	.307
Reading	.77	.343
Writing	.766	.34
InstChoice1	-.001	.897

Table 16f

Primary Intercorrelations-Orthotran/Varimax

	Factor 1	Factor 2
Factor 1	1	
Factor 2	.298	1

Table 16g

Proportionate Variance Contributions

	Orthogonal	Oblique		
	Direct	Direct	Joint	Total
Factor 1	.842	.64	.087	.727
Factor 2	.158	.252	.021	.273

Table 16h

Factor Score Weights for Oblique Transformation Solution-Orthotran/...

	Factor 1	Factor 2
Country Visit	.506	-.539
Understanding	.256	-.068
Speaking	.204	.051
Reading	.174	.098
Writing	.173	.097
InstChoice1	-.467	.946

Table 16i

Communality Summary

	SMC	Final Estimate
Country Visit	.371	.693
Understanding	.839	.785
Speaking	.977	.962
Reading	.992	.952
Writing	.993	.941
InstChoice1	.271	.882

These indicate that behind the variance shown in these three questions are two major factors which correlate at nearly r= .3. Factor 1 loads mainly on the skills-type questions, and seems to have to do with trends in the students self-assessment, and may have to do with self-regard - students are required to assess their own skills, the needs of the course and the way that the university sees the course. Clearly, students are projecting onto the University much of their own opinions, including opinions of themselves and their own self-worth, and ability. So while, as McMeniman and others have indicated, objectively-tested ability is not the only thing which motivates students, a sense of one's own ability is clearly important. A reflection of this may be seen in the fact that people assessing themselves high on certain skills had generally not been to the target countries concerned. Factor One, therefore, we will tentatively call 'academic self-concept'. Factor Two seems to bear on home related and family related matters: institutional choice is dominated by how close to home the institution is, the presence of friends, and the offer of a place (which is confounded with these two former issues at the point of application to bodies like MUAC), while country visits are also bound up in family relations. Factor Two, then, we will tentatively call the 'Impact of Private Life'. The shared variance is thus explained as the overlap between the private and public lives of the students involved.

APPENDIX 10

"TRADING IN FOREIGN LANGUAGE ENVIRONMENTS"
BY PAUL BARRATT

Trading in Foreign Language Environments

Presentation to AACLAME Conference:
"Language is Good Business: the Role of Language
in Australia's Economic Future"
by Paul Barratt, Special Adviser
Department of Foreign Affairs and Trade
University House, Canberra, 3-5 October 1990
(reproduced with permission)

INTRODUCTION

The purpose of this paper is to make some observations based upon personal experience regarding the relevance of foreign language skills to the business of trading in foreign language environments, i.e. in non-English-speaking countries, or with people whose first language is not English. These observations are directed to foreign language in general; they are not directed to any one language or group of languages. The only point I would want to make about any language group is to emphasise, in the context of all that is unfolding before us in Eastern and Western Europe, that what I have to say applies to European languages just as well as it does to the languages of our immediate region.

The spectrum of possible responses to the problem of dealing with people from countries whose national language is not English ranges from assuming that "everyone speaks English these days" to seeking to have every employee involved fluent in every language relevant to their work. Given that the former response is patently ridiculous and the latter is an unattainable ideal, the task which faces any business organisation in the real world is to identify a practical middle ground which meets the particular needs of the organisation and is sustainable in terms of its financial and staff resources. My objective is to lay before you some of the considerations which might help to identify that middle ground.

It is quite obvious that conducting business with people whose mother tongue is not English necessarily involves an interface between English and some other language. The person who wants to assume that everyone speaks English is content to allow that interface to occur inside the mind of a person with whom he/she is attempting to conduct business. The assumption severely restricts the range of people with whom communication is possible, runs the risk of very difficult communication if the other person's English is not first-class, and at worst cedes a fair measure of control over the dialogue to the other party.

A more common failing is the assumption that the other side can provide whatever interpretation is necessary. I would argue that this is not only discourteous but that it is fundamentally important to the conduct of any sensible business negotiation that the Australian company have direct control of the language resources which are required for its task. This is important because it is those people who actually communicate the company's message.

Non-language Factors

Before dealing with the language issue in more detail, I will make some observations relating to non-language factors. Any private business or Government agency which is concerned with Australia's overseas business should obviously be looking for people with a high standard of intelligence, initiative, drive, integrity, good analytical skills, an understanding of economic and commercial processes and, of course, judgement and common sense.

For overseas service they also need people who can live and work in a cultural environment very different from our own without experiencing culture shock or becoming preoccupied with the difficulties of everyday life.

Furthermore, most organisations need people who can operate beyond their immediate area of specialisation, in other countries and in other roles. They need people with language and country skills, but they have to give them and their families the opportunity to remain part of the Australian community and to remember that there is a world beyond their immediate area of specialisation in which many relevant things are happening.

Thus in considering the language issue we must bear in mind that for most practical purposes we are dealing with trade-offs between language skills and other desirable attributes.

Functional Requirements

As far as language capacity itself is concerned, I would identify three types of functional requirements, each with an associated desirable level of skill, which are necessary to Australia's commercial effort, both private and official.

First, we quite obviously need access to trained interpreters for tasks requiring the maximum obtained precision: tasks like simultaneous translation at conferences, consecutive translation at meetings and negotiations, drafting of contracts in two languages etc.

As far as Government is concerned, I have a strong preference for Australia's official statements to be delivered in the relevant language by Australians, and I suggest that this approach makes good sense for business also. This means that we need to have our educational institutions turning out people who are trained to the required standard.

This brings me to the next and in many ways the most important category, our national requirement for foreign language competence in an operational role. What I have in mind here is what my Department would describe as "advanced professional proficiency", i.e., the ability to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities.

The extent to which this level of language ability is a consideration depends to some extent on the level of responsibility of the position. It is quite clear to me that the head of any overseas operation needs to be a mature and experienced person with management skills of a high order, and if faced with the invidious choice between someone with those qualities and someone who spoke the language at the level of advanced professional efficiency I would choose the former every time. I would nevertheless hope that a person in charge of an overseas operation would acquire what we call "minimum professional efficiency", i.e., the ability to participate effectively in most formal and informal conversations on practical, social and professional topics.

For those who do not have ultimate responsibility for the management of the operation, one can afford to place more weight on language competence, although the factors I have mentioned above remain important and can lead to the appointment ot people without the relevant language skills.

Before dealing with the reasons why I consider command of the relevant language to be an advantage at the operational level, I will deal briefly with the third level of skill which I would identify, namely the survival/courtesy level. I think it is desirable for anyone serving in a non-English-speaking country to have at least the few words required to exchange greetings, express appreciation etc. It is better still if, in the course of their daily work, they know enough to get cues from the spoken language so that their minds can be tuned to what the interpreter is likely to say before the sentence is rendered in English. Finally, there is a sense of well-being that comes from not being totally dependent upon others for the ordinary transactions of everyday life, and from knowing that one can cope independently in an emergency.

CONTROLLING THE COMMUNICATION PROCESS

In my view it is fundamentally important for any organisation dealing with non-English-speakers to be in firm control of its own communication processes, and to put itself in a position to present its message in the mother tongue of the intended recipients. There are several ways to achieve the necessary degree of control:

employment of externally-hired interpreters;

engaging employees for the purpose of providing language interpretation, i.e. "in-house" interpreters;

employing line managers who have the language skills as part of their intellectual equipment.

Operational Language Skills

I will take these in the reverse order, and look first at the advantages which flow from people at the operational level having the necessary foreign language skill. some of these are obvious, some less so.

First, having one's thoughts expressed by others must always be a second-best approach, no matter how well it is done.

Second, it is obviously economical to have people who can communicate in the country in which they work without having to depend upon an interpreter. In effect, it is a choice between one person doing a task and two people doing it.

Closely related to the question of economy is efficiency. A person who is thoroughly conversant with the local language can do a lot of business by telephone which the non-speaker must do face to face. There are three consequences of not being able to operate in this way:

(i) In order to have a discussion with a business contact or an official of the host government, a representative who cannot speak the vernacular must make an appointment to go and see that person face to face, travel there by whatever means is suitable, and take an interpreter along.

(ii) Matters on which expatriate foreigners can approach potential customers or host government ministries have to be sufficiently important to warrant such a visit, not only from our point of view, but from the point of view of the time of busy people in the various companies or ministries. Thus questions which might take only a few minutes on the phone can be pursued only by means of a procedure which is rather tedious all round, and this means that on occasions they cannot be pursued at all. We can afford to burn up just so much of the time of any one contact.

(iii) Any meeting which requires consecutive interpretation is effectively halved in terms of the amount of discussion which eventually takes place during the meeting. This means we intrude on the time of those we see to a greater extent than would otherwise be necessary. The greater cost involved in this is the reduced opportunity to go into detail, rather than the fact that the meeting takes longer than it otherwise might.

There are some more subtle consequences of posting people without language skills. For obvious reasons, people who do not speak the local language tend to gravitate towards sectors of society in which English is more prevalent. This can result in a strong tendency to mix socially with other expatriates and/or locals who have worked or been educated in English-speaking countries:the great mass of the society remains a closed book. There is a serious loss of opportunity to acquire commercial intelligence: casual conversation with local business people is difficult, the local newspapers and trade press are inaccessible, the news of most local significance often does not show up in the English language press.

Lack of the local language can also result in severely distorted business decisions: the best agent to represent a firm's product is not necessarily the person who speaks the most fluent English.

"In-house " Interpreters

Next, there is the possibility of having interpreter-level resources in-house. People who are trained to interpreter standard can be extremely useful, but I must say that it is not easy even for a large consumer of language resources to provide sufficient continuity of worthwhile interpretation tasks to enable the individual concerned to pursue a satisfying career as a professional interpreter.

Furthermore, there are structural reasons why people who are interpreters and nothing more can be difficult to fit into the culture of a large commercial organisation. It is difficult to offer them an adequate career structure, they are not easy to re-deploy during periods when the demand for their skills is slight, etc.

Thus I would counsel any organisation thinking of employing its own interpreters to give careful thought to whether it really can utilise them to a sufficient extent to enable them to feel that their professional skills are not slipping away and that they are not wasting their time.

Externally Engaged Resources

What is the alternative to having one's own staff able to converse in French, German, Chinese, Japanese, or whatever? One obvious possibility is to employ externally engaged interpreters. This sounds a simple and attractive solution, but closer examination reveals that it has some major pitfalls.

Nevertheless, any company which conducts a substantial amount of business in a reasonable number of countries is going to have to come to grips sooner or later with the business of engaging interpreters. I would argue that any sensible company would sit down and develop a clear strategy for this rather than leave it to the ad hoc arrangements of individual employees.

In approaching the use of interpreters, companies need to be aware that interpretation, if professionally conducted, is an exercise in communication, not simply a process of translating sets of words from one language to another.

There is also a world of difference between speaking two languages, however fluently, and being an interpreter. Interpretation is a highly-professional skill and not something which one automatically acquires by learning two or more languages.

Also given the complexity of modern life and the high content of technical terms involved in any business or technical transaction, there is an immense vocabulary of jargon and technical terms to be mastered before an interpreter can safely venture on interpretation in any particular subject matter.

What all this adds up to is that the interpreter must be highly trained and thoroughly skilled as an interpreter and must also be thoroughly briefed on what the company engaging his or her services is seeking to accomplish. The more the interpreter knows and understands in advance of a meeting the better he or she will be able to give effect to that requirement to communicate rather than simply to translate.

Thus the major pitfalls to beware of are:

- first, many "interpreters" are not that at all: they are simply people who have studied English. There is a world of difference between being an interpreter and being someone who happens to speak two or more languages, and I might add that many of these people do not speak English as well as one might hope. This means that if you want to rely on external resources, you must ensure that you really are engaging a first class, professional interpreter;

- second, the chances are that the externally engaged interpreter has little or no understanding of the objectives of the hiring organisation. This means that all the interpreter can hope to do is convey the words, as distinct from the message, as accurately as possible. When you combine this with the facts that:

(i) not everyone manages to express their thoughts in English with perfect precision; and

(ii) very few people are very adept at speaking in an English that is free of idiom, shorthand, jargon etc,

you have a recipe for disaster: what the hearer receives bears little or no relation to what you are trying to say. This can lead to one of those depressing experiences in which heads are nodding and people smiling on the other side of the table for the duration of the meeting, and at the end a question is asked which shows that everything you have said has gone right past your audience.

. third, the externally hired interpreter cannot be expected to be committed to the goals of the hiring organisation in the way that members of the organisation itself are. Whilst the best of professional interpreters quite rightly take a pride in their profession and their professionalism, the criteria by which they judge the success of a meeting have to be different: the good internal resource is concerned not only with providing an accurate rendition of what is said, but in the results which flow from the meeting.

I do not want to leave you with the impression that I see no role for externally engaged interpreters. They are a cost-effective and efficient way of "topping up" one's requirements, and you can't go too far wrong if you:

(i) make sure you hire real professionals;

(ii) brief them beforehand on what the meeting or negotiation is about;

(iii) as far as possible, hire the same people all the time so that they become involved in what you are doing and understand your objectives; and

(iv) make sure you are represented by someone who can express himself/herself in English very clearly and concisely, so that the interpreter does not start from behind scratch.

Nevertheless, I believe that it is in the interests of any organisation which is serious about doing business overseas to make sure that they engage communicators, i.e people who are far more than interpreters. They should be the people who are participants in the development of the organisation's goals, who feel committed to the organisation's success, and who have a future in the organisation. I would argue that this ability to communicate is not something which can be tacked on to the organisation - it must be designed in.

Australians from non-English-speaking backgrounds

One question sometimes asked is whether Australians of the relevant ethnic background more easily reach the standards of language skills which we need. Many people appear to believe so: for example, many businesses engage ethnic Chinese Australians (or, as an alternative, Hong Kong Chinese) to assist them with their business in China.

It should be borne in mind that, whether in government or in business, it is essential that anybody using whatever language they are working in is able to use it with precision. Misunderstandings can be costly in either case. The standard of the foreign language must be high, but so must the standard of English.

This leads me to observe that one must distinguish from the outset between categories of people from non-English-speaking backgrounds. Many of these people have grown up in Australia and speak English as a mother tongue, whether it be their first language or one of two or more languages with which they have been conversant from childhood. others have migrated to this country in recent times and have acquired English as a second language. In either case, as with Australians of European descent, one must consider their capacity in our official language, i.e. English, as well as their proficiency in the relevant foreign language.

Apart from this, one should neither assume that being a native speaker of a language automatically implies the level of skills with that language which is required for business negotiations, nor assume that having acquired a language through study, formal or informal, implies an inadequate level skills. One simply has to find a way to satisfy oneself that the candidate is up to standard.

In short, my belief is that, from a language point of view, whether or not a candidate is from the relevant ethnic background is not particularly relevant. There may be some cultural advantages, but I feel that there is an unwarranted tendency to mystify the undoubted cultural differences between ourselves and many of our major trading partners - usually in the interests of the person doing the mystifying. Of course these differences are important, and anyone who is serious about conducting international transactions of any kind would seek to become informed about the social and cultural norms and negotiating behaviour of the people with whom they have to deal. But it is patronising to assume that the poor benighted foreigner simply isn't up to dealing with any but his or her own kind, and it is a form of cringe (or perhaps laziness) to work on the basis that foreigners are far too mysterious for us to understand.

Getting Your Written Message Across

So far I have dealt almost exclusively with oral communication, including for this purpose the sort of discussions which take place across the table in the process of reducing the outcome to writing in the form of a contract, exchange of letters, etc.

One vitally important area which is too often overlooked is the importance of written communication in the vernacular of the country with which we are dealing.

If we really want busy people to read the things we write to them, we had better make sure that we write to them in a language which they understand. Otherwise they will get a translation - probably a pretty rough and ready one - or worse, they will get the "gist" of it, or worse still, it will be set aside until the person gets time to wade through it, which with the best will in the world they probably never will. As with the spoken word, we must control the process of rendering what we want to say into the language in which the message is to be received.

Similarly we must communicate with the vital middle management level which puts together the business plans of most large corporations and Government enterprises. In most countries, including most European countries, English language competence to the requisite standard cannot be assumed. If we want these bright young people to be taking our products and skills into account when they have their creative ideas, we had better make sure that our brochures, reports etc. are accessible to them by producing them in their mother tongue. It not only gets our message across: it makes us look professional and serious.

Those who would argue that this is a costly procedure, I would simply invite to consider the costs of not doing what I suggest.

CONCLUSION

What all this adds up to is that we should look to the educational institutions to produce young Australians who have the various languages of our trading partners as part of their intellectual equipment, but who do not regard their language facility as their raison d'être: we need Chinese, Japanese, Korean, Thai, Vietnamese etc speaking engineers, marketers, managers, lawyers, economists, etc., and people who combine these professional skills with virtually every major language in Europe.

Employers, for their part, need to see foreign language skills as a valuable adjunct to the other attributes which lead them to engage people's services. We must not engage linguists and then treat them as some sort of backroom person who is wheeled in when the occasion demands it but who otherwise are isolated from the mainstream of corporate life: we must give them access to whatever career paths their full range of abilities and aptitudes might permit.

The ideal, of course, would be for all people whose responsibilities bring them face to face with non-English-speakers to have the capacity to speak for themselves and not through an intermediary. That of course is an unattainable goal, but unless we identify our goals without equivocation we are unlikely to achieve even an adequate approximation.

To sum up, then, the advantages of adequate language training are that, with language facility:

(i) representatives are better able to identify commercial opportunities, to communicate and to influence decisions;

(ii) they can understand more reliably and more quickly the cultural and psychological environment in which they are working;

(iii) they are comfortable in that environment and thus, I would argue, have higher morale and are more productive;

(iv) they can respond readily and independently to emergency situations, whether at work or at home;

(v) in commercially sensitive negotiations, security is enhanced by reducing dependence on locally engaged resources;

(vi) professional credibility and acceptability is enhanced.

APPENDIX 11

MONASH-ANZ CENTRE FOR INTERNATIONAL BRIEFING

COURSE OBJECTIVES

THEORETICAL BACKGROUND

Overseas effectiveness is not solely the result of adept project planning, appropriate technical skill, or adequate infrastructural support; it is determined by the interaction of three sets of variables: personal, technical and situational.

The success or failure of a person sent overseas is thus not a matter of chance. Even given favourable situational variables, success is not guaranteed simply by ensuring that the expatriate possesses a high level of technical skill. Unless he/she also has the ability to train others and to communicate knowledge, to understand and to make him/herself understood, that technical skill remains of little use to the foreign host.

A study conducted by Hawes and Kealey (1980)[1] found the overseas effectiveness of Canadian advisors to be a product of three factors:

- professional expertise
- adaptation
- intercultural interaction

Examining the relative importance of these factors in a later study, Kealey (1990)[2] was able to produce a detailed listing of predictors of overseas effectiveness:

- A professional commitment to the job and a desire to help;
- The necessary technical background and skills;
- Caring behaviour (demonstrated through respect, sensitivity, empathy, the ability to build and maintain friendly, trusting relationships);
- Action orientation (demonstrated through initiative, self confidence, frankness);
- Other-centredness (demonstrated through self control, flexibility, openness, perseverance, teamwork);
- Low need for upward mobility;
- High tolerance for ambiguity;
- High self-monitoring;
- Social adroitness;
- Positive pre-departure expectations and a desire for contact with the local culture.

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[1] Hawes, F and Kealey, D. 1980. Canadians in Development Quebec: CIDA.

[2] Kealey, D. 1990 Cross-Cultural Effectiveness. Quebec: CIDA.

The fact that all but the first two effectiveness predictors relate to personal rather than technical variables makes it essential that intending expatriates supplement their existing technical knowledge with an awareness of the culture in which they will be working and the interpersonal skills necessary to function in that culture. Furthermore, as successful adaptation to a new environment may depend critically upon the satisfaction obtained by accompanying family members, it is clearly imperative that these members also be assisted in the process of adaptation.

OBJECTIVES OF CENTRE

The Centre for International Briefing has been established primarily for the purpose of equipping intending expatriates and their families with the personal skills and understanding necessary to an enjoyable and productive overseas sojourn. To this end, courses offered by the Centre are designed to meet and be governed by the following objectives:-

- to foster participants' understanding of the current socio-cultural, political and economic conditions in given Countries.

- to enhance participants' general communication abilities and to develop their cross-cultural communication strategies.

- to increase participants' abilities to transfer skills and knowledge across cultures.

Targeted at both the employee being sent overseas and his/her accompanying spouse, courses will generally be conducted in a residential setting and involve participants in a series of keynote addresses, discussion groups and individual or group experiential activities such as role-playing, self-awareness and problem-solving exercises.

FOCUS OF PRESENTATIONS

Although it is obvious that differing presentation formats imply differing degrees of emphasis upon information content relative to participant involvement, the overall orientation of courses is towards developing awareness and understanding through participation. It is requested that, irrespective of format, presenters bear in mind the objectives of the Centre when preparing their presentations.

The focus of presentations should be upon information or skills that will assist the individual in the process of adaptation to and fruitful employment within a new culture. Specifically, participants need to be made aware of their own culturally or personally determined valued systems and prejudices, of the contrasts between Australian and other country behavioural norms and expectations, of the feelings they might expect to experience whilst overseas, of the strategies that promote effective communication and/or transfer skills in particular contexts and, where appropriate, given insight into the factors motivating the actions of both the foreign society as a whole and its individual members.

Only when intending expatriates have been adequately prepared for the process of adaptation to and communication within a new environment can it be expected that the desired outcome of employee relocation will be achieved.

APPENDIX 12

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

The Australian Second Language Proficiency Ratings (ASLPR) is a scale that is used to rate the proficiency of non-native speakers of a language. It has 9 defined levels and 3 undefined levels between 0 (zero) and 5 (native-like). The full scale must be used when rating learners but, for information, the following table presents the scale in summary form.

The ASLPR was developed by D.E. Ingram and Elaine Wylie, has been in use since 1979, and is now widely accepted both in Australia and Internationally.

KEY HEADINGS FROM
AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

D.E. Ingram and Elaine Wylie © 1979/1985

S:O Zero Proficiency Unable to function in the language.	L:O Zero Proficiency Unable to comprehend the spoken language.	W:O Zero Proficiency Unable to function in the written language.	R:O Zero Proficiency Unable to comprehend the written language.
S:O + Initial Proficiency Able to operate only a very limited capacity within very predictable areas of need.	L:O + Initial Proficiency Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with with non-native speakers.	W:O + Initial Proficiency Able to write clearly a limited number of words or short formulae predictable areas of everyday need.	R:O + Initial Proficiency Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorised in response to immediate needs.
S:1 Elementary Proficiency Able to satisfy immediate needs using learned utterances.	L:1 Elementary Proficiency Able to comprehend readily only utterances which are thoroughly familiar or are predictable within the areas of immediate survival needs.	W:1 Elementary Proficiency Able to write with reasonable accuracy short words and brief familiar utterances.	R:1 Elementary Proficiency Able to read short simple sentences and short instructions.
S:1 Minimum Survival Proficiency Able to satisfy basic survival needs and minimum courtesy requirements.	L:1 Minimum Survival Proficiency Able to comprehend enough to meet basic survival needs.	M:1 Minimum Survival Proficiency Able to satisfy basic survival needs.	R:1 Minimum Survival Proficiency Able to read personal and place names, street signs, office or shop designations, numbers, isolated words and phrases, and short sentences.
S:1 + Survival Proficiency Able to satisfy all survival needs and limited social needs.	L:1 + Survival Proficiency Able to satisfy all survival needs and limited social needs.	M:1 + Survival Proficiency Able to satisfy all survival needs and limited social needs.	R:1 + Survival Proficiency Able to read short texts or subjects related to immediate needs.
S:2 Minimum Social Proficiency Able to satisfy routine social demands and limited work requirements.	L:2 Minimum Social Proficiency Able to understand in routine social situations and limited work situations.	M:2 Minimum Social Proficiency Able to satisfy routine social demands and limited work requirements.	R:2 Minimum Social Proficiency Able to read simple prose in a form equivalent to typescript or printing, on subjects within a familiar context.
S:3 Minimum Vocational Proficiency Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics.	L:3 Minimum Vocational Proficiency Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to own interests and experience.	W:3 Minimum Vocational Proficiency Able to write with sufficient accuracy in structures and spelling to meet all social needs and basic work needs.	R:3 Minimum Vocational Proficiency Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field, and other everyday materials (eg, best-selling novels and similar recreational literature).
S:4 Vocational Proficiency Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs.	L:4 Vocational Proficiency Can comprehend easily and accurately on all levels and social contexts and in academic or vocational contexts relevant to own experience.	W:4 Vocational Proficiency Able to write fluently and use forms of the language normally pertinent to personal, social, academic or vocational needs.	R:4 Vocational Proficiency Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs.
S:5 Native-like Proficiency Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety	L:5 Native-like Proficiency Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety.	W:5 Native-like Proficiency Written proficiency equivalent to that of a native speaker of the same socio-cultural variety.	R:5 Native-like Proficiency Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety.

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